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"THE HIGHEST LEVEL OF
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THE UNIVERSITY OF ALBERTA
POST-SECONDARY PLANS OF 1971-72 GRADE XI STUDENTS
IN WESTERN NEWFOUNDLAND

by



Henry I. Balsom

A THESIS
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THE UNIVERSITY OF ALBERTA
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Post-Secondary Plans of 1971-72 Grade XI Students in Western Newfoundland," submitted by Henry I. Balsom in partial fulfilment of the requirements for the degree of Master of Education.

Date.....June 26, 1972.....

ABSTRACT

This study attempted to determine the post-secondary educational and occupational plans of the 1971-72 Grade XI students in Western Newfoundland. Included was an attempt to determine the views of these students toward attending a regional college in Corner Brook, if such were to be established.

The data were obtained from questionnaires completed by the Grade XI students in Western Newfoundland. An 83.3 per cent return was obtained from the 40 participating high schools. This figure represented 77.3 per cent of all Grade XI students in the 43 high schools in the Area.

The findings indicated that about 70 per cent of the 1,490 respondents planned to continue their education after high school. An additional 20 per cent of the respondents were undecided, while the remaining 10 per cent did not plan to continue.

Memorial University and a district vocational school were the two post-secondary educational institutions that were most frequently chosen with education and "typing, shorthand, or accounting" being the most frequently chosen areas of study, respectively.

Prefer to work, not sure of what to do, and want to travel were the reasons most frequently given by those who did not plan to continue their education.

Not sure of what to do and doubts about marks were the reasons most frequently given by those who were undecided.

Of the 445 students who did not plan to continue or were undecided, 149 indicated that they would probably continue if there were a regional college in Corner Brook, with an additional 157 being undecided.

About 80 per cent of the students felt that their plans were definite to "some," "considerable," or "a very great" extent. About the same percentage indicated that they needed more information to "some," "a considerable," or "a very great" extent regarding their choice of a career.

If one or more years of the program of the students' choice were offered at a regional college in Corner Brook, 669 of the 1,045 students planning to continue indicated that they would attend, while 297 indicated that they would not.

The reasons most frequently given for wishing to attend were close to home, and could live at home.

Prefer to complete education at one institution, and dislike Corner Brook, were the reasons most frequently cited for not wishing to attend a regional college.

On the basis of the findings several implications were given, including the need for an immediate start on the steps which are necessary for the establishment of a regional college in Western Newfoundland.

One of the recommendations for further study was that a study be undertaken, involving the various post-secondary educational institutions, to determine what programs could be offered at a regional college in Western Newfoundland.

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Chapter 1

INTRODUCTION

Provision of adequate post-secondary educational opportunities for an area will often require planning at the local, regional, and provincial levels. A survey of the post-secondary plans of potential high school graduates can be one step in determining what tertiary educational facilities and programs are needed in an area. These students will form the largest portion of the potential enrollment in such facilities and programs.

Western Newfoundland was chosen for this study because of the decision by the Provincial Government in October 1971 to provide post-secondary education at a regional college in Corner Brook to help serve the needs of the whole area. This college would be completed by 1973.

This survey requested the 1971-72 Grade XI students in Western Newfoundland to express their post-secondary plans. This included an attempt to determine their views toward attending a regional college if such were established in Corner Brook. Currently, publicly supported secondary education terminates at Grade XI in Newfoundland.

The Problem

What are the post-secondary educational and occupational plans of the 1971-72 Grade XI students in Western Newfoundland?

Sub-Problems Derived from the Main Problem

1. Do students plan to continue their education at some educational institution after high school?
 - A. What post-secondary institutions are students planning to

- attend?
- B. What subject areas are students planning to study at certain of these institutions?
 - C. What reasons do students give for not planning to continue their education after high school?
 - D. What do the students not planning to continue their education intend to do after high school?
 - E. What reasons do students give for being undecided about continuing their education after high school?
 - F. Would the students who are not planning to continue their education or those who are undecided probably continue if there were a regional college in Corner Brook?
 - G. How definite are students as to what they plan to do after high school?
 - H. To what extent do students feel that they need more information about their choice of a career?
2. If one or more years of the program of the students' choice were offered at a regional college in Corner Brook, would the students attend?
- A. What reasons do students give for wishing to attend a regional college at Corner Brook?
 - B. What are the choices of students who would attend regarding residence in Corner Brook or commuting?
 - C. What are the commuting distances of those who would commute daily?
 - D. What reasons do students give for not wishing to attend a regional college in Corner Brook?

Significance of the Study

Results of this study could aid in the planning of post-secondary educational facilities and programs for Western Newfoundland.

Knowledge of students' plans to pursue certain tertiary educational programs could aid policymakers at existing post-secondary institutions to make decisions concerning future development.

This study may be valuable in the planning of post-secondary institutions for other regions of the Province or in other provinces. Studies, such as this one, could be extended to include other dimensions which it has not been possible to include in this survey, such as an assessment of occupational trends in the area.

For the student, completing the questionnaire may have been an interesting and helpful exercise in learning to think systematically about his educational or occupational plans.

Administrators, teachers, guidance personnel, and others who cooperate in helping young people make decisions about their future should find results of this study of assistance to them.

Definition of Terms

Western Newfoundland. This is the area outlined on the map on p. 20. It consists of that area of the Island west of an imaginary line from Hampden directly south to Burgeo. This area has a population of approximately 100,000, or 20 per cent of the population of the Province.

Post-Secondary Plans. These are students' plans beyond the secondary or high school level which, in Newfoundland, is beyond Grade XI. Here, the term "post-secondary" is used synonymously with "tertiary."

Regional College. This refers to an educational institution which, according to a Provincial Government decision in October 1971, would be established at Corner Brook to help serve the post-secondary education needs of students in Western Newfoundland.

Grade XI Student. This refers to a student who plans to complete Grade XI in June 1972. In addition to the full-time students this term includes part-time students who have already completed certain Grade XI requirements and are planning to complete the remainder by June 1972. This term excludes students who are doing subjects in both Grades X and XI (subject promotion) and, consequently, could not complete the grade in this period.

High School Program. The two high school programs are identified as matriculation (academic) or general. The first is intended to be more theoretical than the second and includes those courses which lead to a university entrance.

Delimitation

This study was delimited to the Grade XI students in the high schools listed in the table on page 25 and shown on the map on page 20. These students plan to complete Grade XI in June 1972.

Limitations

The effectiveness of this survey in identifying the post-secondary plans of Grade XI students of Western Newfoundland was limited by several factors including the :

- 1) less than 100 per cent participation of the high schools approached;

- 2) less than 100 per cent participation of students in some of the participating high schools;
- 3) respondents' interpretation of the wording of the questions on the questionnaires;
- 4) limited knowledge of the respondents with respect to some questions at the time of responding;
- 5) researcher's interpretations of replies to questions and the subsequent categorization of these replies for coding;
- 6) respondents' changing attitudes over time.

Assumptions

It was assumed that:

- 1) the responses of the participants were legitimate;
- 2) Grade XII would not be offered in high schools in 1972-73 except at Regina High School in Corner Brook as at present.

Thesis Organization

This chapter included the thesis problem and sub-problems, the significance of the study, several definitions of terms used, delimitation, limitations, and assumptions.

In Chapter 2, an attempt is made to help readers see the study in the Newfoundland context by reviewing recent developments relating to the establishment of a college in Western Newfoundland. Also, several studies of post-secondary plans of high school students are reviewed.

The research design and procedures are described in Chapter 3 and a description of the sample is given.

Findings are reported in Chapters 4 and 5. Grade XI students' perceptions of their post-secondary plans are considered in Chapter 4. Their views toward attending a regional college, if such were established in Corner Brook, are considered in Chapter 5.

In the concluding chapter, Chapter 6, findings are summarized, implications are drawn, recommendations are made, and possible extensions of the study are recommended.

The bibliography is followed by appendices which include the questionnaire, copies of the letters that were written, and a summary of data from the questionnaires received after April 10, 1972.

Chapter 2

THE NEWFOUNDLAND CONTEXT AND RELATED LITERATURE

The Newfoundland Context

The thesis problem is closely related to the question of further development of post-secondary education in Newfoundland. Recent developments in the Province have indicated that serious consideration is being given to the future of post-secondary education.

One of the first of these developments was in 1967 when the Newfoundland Royal Commission on Education and Youth (1968:101) recommended that a system of regional colleges be established in selected areas of the Province. The major recommendation that related to Western Newfoundland was as follows:

112. WE RECOMMEND THAT IMMEDIATE STEPS BE TAKEN TO ESTABLISH A REGIONAL COLLEGE ON THE WEST COAST, SERVING THE TRANSFER, GENERAL TERMINAL, VOCATIONAL, AND CONTINUING EDUCATION FUNCTIONS. WE RECOMMEND FURTHER THAT A FEASIBILITY STUDY BE CONDUCTED TO DETERMINE WHETHER THIS COLLEGE BE LOCATED IN CORNER BROOK OR IN STEPHENVILLE.

On November 17, 1970, the Corner Brook City Council held a public meeting for the purpose of hearing views from interested citizens and groups relative to the establishment of a regional college in Western Newfoundland. Following this meeting, the City Council appointed a Regional College Advisory Council consisting largely of educators from the area. One of its duties was to determine the most suitable location for a regional college. In June 1971, the Advisory Council recommended to the Provincial Government that the Regional College for Western Newfoundland be established in or near the City of Corner Brook (Robbins, 1971:16).

Meanwhile, a Conference sponsored by the Department of Educational Administration of Memorial University of Newfoundland was held in Gander in January 1971. The purpose of this Conference was to consider the topic, "Developing Further Education For Newfoundland And Labrador." Participants included educators and citizens from all parts of the Island and Labrador. Two significant recommendations from this Conference (1971) were as follows:

2. It is recommended that the Conference emphasize the urgency of establishing regional community colleges in the Province.
4. It is recommended that schools in the Province be encouraged to introduce at least a first year university program as a temporary move while awaiting a decision on community colleges.

During the election campaign in October 1971, the Provincial Government announced that the Regional College for Western Newfoundland would be built in Corner Brook by 1973 (*The Western Star*, October 18, 1971). In December, while the political situation was in somewhat of a turmoil, the Minister of Education announced that in September of 1972 some Newfoundland high schools would begin offering Grade XII as a substitute to first year university but that this would not affect long-range plans for regional colleges (*The Evening Telegram*, December 24, 1971).

The first announcement brought strong reaction from the people of Stephenville who felt that facilities were already available in their area for the college. The second announcement brought strong reaction from educators representing the University and the Denominational Education Committees, the general consensus being that to offer Grade XII in certain high schools was not in the best interests of the Province at this time and that much more planning was needed (*The Evening Telegram*, January 22, 1972).

When the Progressive Conservative Party formed the new Government in

January 1972, the new Minister of Education announced that it would not be feasible to introduce Grade XII until further study was completed, and that a committee would be established to study the whole question of further education in Newfoundland (*The Evening Telegram*, January 22, 1972).

Thus the situation in June 1972 in regards to the development of regional colleges in Newfoundland had become very clouded and controversial, but the demand for additional post-secondary educational opportunities for students remained.

Related Literature

An attempt will be made here to briefly summarize some of the studies of post-secondary plans and to draw some conclusions from their results.

In the "FOREWORD" to the report of a comprehensive survey to determine the needs and appropriate specifications for a regional college to serve Vancouver Island, Scarfe (Marsh, 1966:iii), referring to the "educational revolution which is now gaining the interest of all Canadians," stated:

There must be a growing preoccupation with the kinds of students who will be looking for higher education, and their greatly varying needs and capacities. New kinds of colleges, university courses, training programmes, and curricula must be evolved.
 . . . We face a world of great challenges and accelerating change.

One part of this major survey (Marsh, 1966) attempted to determine the Grade XII students' preferences for further education, training, or employment after high school. Results (Marsh, 1966:25) showed ". . . a very different pattern of post-high school expectation that applies to the two sexes." Whereas 56 per cent of the girls anticipated either employment or vocational training, only 37 per cent of the boys had such plans. In contrast, 51 per cent of the boys as compared to 36 per cent of the girls planned to attend a university or college. Both boys and girls indicated

a need for more guidance regarding their choice of a career with a larger percentage of the former than the latter wanting more guidance. One out of every two students had a plan which was quite definite.

During the same year, Fair (1965) conducted a survey of the post-secondary plans of Grades XI and XII students throughout Alberta. The plan most frequently chosen by the Grade XII students was to enter university, with 37 per cent of the boys and 27 per cent of the girls making this choice; thus agreeing with findings in Vancouver Island (Marsh, 1966) according to sex, but in Fair's study the percentages for both sexes were lower. One-third of the Alberta students felt that they were well enough informed about their choice, 40 per cent felt somewhat informed, and another 20 per cent felt they had very little information. Nearly 25 per cent were sure of their plans, with an additional 44 per cent feeling fairly sure. Girls tended to be a little more sure of their plans after high school though the difference was not great.

Pavolko and Bishop (1966) studied the college plans of 889 Grade XII high school students in Port Arthur and Fort William, Ontario, in 1965. They found that boys, irrespective of socioeconomic status and level of intelligence, plan to go to college in greater proportion than girls—49.5 per cent to 31.4 per cent (1966:288).

In 1965 the Department of Manpower and Immigration conducted a study of the educational and occupational choices of Canadian secondary school students. The study involved collection of data from 375 publicly operated secondary schools (approximately 8%) and 150,000 students (approximately 13%). The broad objective of this Canadian study (Breton, 1967:5) was stated as follows:

. . . to provide information about the educational and occupational aspirations and plans of young Canadians which will assist those

educational and training policymakers, teachers, parents, employers and guidance personnel who cooperate together in helping young people to make a successful transition between school and job.

One of the findings of this study (1967:30) was that boys mention college or university more frequently than girls by more than 10 per cent. Even though college or university was chosen more frequently, it ranged from 44.6 per cent in British Columbia to 25.5 per cent in New Brunswick. Only half of the secondary school students felt well enough informed about the different kinds of jobs available to make a wise choice about their future career. About 20 per cent of the Canadian students were very sure and another 45 per cent fairly sure. This corresponds closely to Fair's (1965) findings in Alberta. The survey also determined that girls were more certain of their plans than boys.

The findings of the Department of Manpower and Immigration study that related to Newfoundland are of particular interest. Of the Grade XI students in the Newfoundland sample, 52.6 per cent of the girls as compared to 49.6 per cent of the boys felt that they would probably or definitely continue their education on a full-time basis after completion of high school. Girls were more certain, with 39.5 per cent of the girls as compared to 27.6 per cent of the boys saying that they would definitely continue. More boys than girls felt that they would attend university—50 per cent as compared to 37.5 per cent, respectively. Regarding certainty of plans, 22 per cent felt very sure and an additional 38 per cent fairly sure. Girls' plans were more definite than boys', with 35 per cent of them as compared to 18 per cent of the boys being very sure of what they would do after high school.

Bowles and Slocum (1967) studied the post-secondary plans of high

school students in the State of Washington during the 1965-66 school year. About 75 per cent of the students expected to attend college, a somewhat higher percentage than in the Canadian studies referred to earlier. They also said that their findings were comparable to results of the United States Census of 1965 which showed that 72 per cent of the students enrolled in public high schools in the West expected to attend college (1967:12). Bowles and Slocum (1967:28) also found that 55.5 per cent of the students indicated that their plans were very sure, with girls being somewhat more certain than boys.

Freisen (1969) surveyed selected aspirations of the high school students in a rapidly growing urban center in 1967. While 48 per cent of the students planned to attend university (1969:55), no differences were found between the plans of boys and girls with 48 per cent of each group planning to attend university. However, twice as many girls as boys anticipated leaving university before obtaining a degree and three times as many boys as girls planned to pursue university education beyond the first degree.

During the same year, Fisher (1967) completed a two-part study entitled *Post-Secondary Needs For Medicine Hat And Area*. The second part, "Occupational Plans and Educational Aspirations of Grade XI and XII Students in Southeast Alberta," was of interest. Fisher reported (1967:57) that approximately 40 per cent of the students planned on a post-secondary university course. Of the total group, 63 per cent considered their plans very definite or fairly definite and, again, girls felt more definite about their plans than boys.

Keyote (1971) surveyed the post-secondary plans of 167 students in four rural high schools in Alberta. He found (1971:31) that about 20 per

cent planned to attend university, an additional 20 per cent aspired to attend a junior college or nurses' training school, and about 33 per cent aspired to attend a technical or agricultural college. Keyote (1971:88) found that a significantly greater number of males than females planned to attend university with the reverse being true for those planning to enter junior college and nursing schools.

Narine (1971:51), using a sample of 526 urban and rural high school students in Alberta, found that the post-secondary options by percentage of students were: university 38.8 per cent; junior college 12.7 per cent; vocational/technical school 30.2 per cent, and none 18.3 per cent. He found (1971:73) that there was "no significant interaction between the sex of high school students and their post-secondary options."

A study in the Vermilion Area of Alberta conducted by Strohschein (1971) found that 56.6 per cent of students planning to continue their education chose the academic-university degree field as compared to 43.4 per cent who chose the vocational-technical diploma fields. Proximity to home and preference for location were two reasons cited most frequently by all students for choosing a particular city or town in which to continue their education.

Some research has shown that many students fail to carry out their post-secondary plans. Freisen (1969:58) reported that, even though 48 per cent of the Grade XII students surveyed in 1965 planned to attend university, less than half of these students entered as freshmen in 1966. He reported a similar discrepancy existed between the number of students planning to pursue a technical education and those who actually did so. Freisen (1969:58) stated that, "For the individual the problem may be one of resolving a conflict between aspirations based on his desires and plans based on reality."

Similarly, Fair (1965), in a follow-up study of about 30 per cent of his original group, found that about half of the students who planned to go to university in 1965 actually did so in 1966 and an even smaller percentage of those who expected to go to a technical institute actually went. Fair (1965:16) reported that 30 per cent of Grade XII students who completed the initial questionnaire were in the first year of a two-year program and thus returned to school. This fact, he stated (1965:16), ". . . would reduce somewhat, though perhaps not a great extent, the percentages under the 'actual' columns."

A second follow-up of the Fair (1965) study was conducted by Nekolaichuk (1970). His study, three years after the original, attempted to determine the extent of realization of the plans of 194 students who were students in the counties of Minburn and Two Hills when the first study was conducted in 1965. Results (1970:91) showed that only nine of the 20 males and three of the 15 females that planned to attend university realized their goal in the three-year period. Only three of the seven girls and four of the 16 boys who had planned to go to a technical school actually did so. Those students who planned to enter nursing, the armed forces, and accounting actually had done so when surveyed in 1968.

This discrepancy between plans and their realization was not nearly as great in studies in Minnesota which are reported by Berdie and Hood (1965). A follow-up study in 1951 to a survey of all the 1950 high school graduates revealed that 64 per cent of the graduates had followed their plans and ". . . the over-all proportions of students actually pursuing the various plans were close to the proportions of those who had chosen these plans the year before" (Berdie and Hood, 1965:64). The 1950 study of all graduates was replicated in 1960 and a follow-up of the 1960 study completed in 1961.

Of the 1960 graduates 67 per cent had realized their plans and, as before, ". . . the proportions who finally ended up in the various activities corresponded quite closely to the proportions originally making such plans" (Berdie and Hood, 1965:66). In both the 1950 and 1960 surveys more boys than girls planned to attend college and in both of the subsequent follow-up studies ". . . the over-all extent to which both sexes fulfilled their plans was not significantly different" (1965:66). In reference to those who did not fulfil their original plans, Berdie and Hood stated (1965:67) that: "For the most part the activities they entered generally tended to be either logical substitutes or possible steppingstones to the fulfillment of their original intentions."

Generalizations from studies, such as those reviewed above, are difficult because populations are seldom defined the same way nor are similar methods used to collect and analyze data. However, these results do suggest that the most frequently chosen plan of high school students is to attend university and that a larger number of students see a high school education as being insufficient. Most studies found that more boys than girls tended to aspire to go to university (Bowles and Slocum, 1967; Breton and McDonald, 1967; Fair, 1965; Marsh, 1966; Pavalko and Bishop, 1966). Freisen (1969) and Narine (1971) found no differences between boys and girls regarding their plans to attend university.

Of further interest was the tendency for about half the students to be very definite about their post-secondary plans, with girls being somewhat more definite than boys (Breton and McDonald, 1967; Bowles and Slocum, 1967; Fair, 1965; Marsh, 1966). Both boys and girls indicated a need for more information about their choice of career (Fair, 1965; Marsh, 1966).

The follow-up studies that were reviewed were somewhat more limited

Chapter 3

RESEARCH DESIGN AND DESCRIPTION OF THE SAMPLE

The purposes of this chapter are to present the general design of the research and to give a brief description of the sample.

Research Design

This study could be classified as descriptive research which Best (1970:116) says ". . . describes and interprets what is." More specifically, Best (1970:120) would classify this type of descriptive research as survey research which he described as follows:

In brief, the survey is extensive and cross-sectional, dealing with a relatively large number of cases at a particular time and yielding statistics that are abstracted from particular cases.

The methodology involved in conducting a survey, therefore, requires the clear definition of a research problem, the selection of a sample or population, the construction of a data-gathering instrument, data-collection, translation of data, analysis and reporting (Wiersma, 1969:287).

The Population

The population consisted of all students completing Grade XI in Western Newfoundland during the school year 1971-72. There were 1,927 students in 43 high schools in some 34 centers throughout the area. The enrollments of these high schools are listed in Table 1. Their locations are shown on the map, Figure 1.

Instrumentation

After reviewing instruments used in other studies of post-secondary

but showed that many students failed to carry out their plans after high school although this discrepancy was not as great for American as for Canadian students studied (Berdie and Hood, 1965; Freisen, 1969; Nekolaichuk, 1970).

Berdie and Hood (1965:13), commenting on the influences that determine post-secondary plans, mentioned the "fortuity factor" as follows:

Each student faces a pattern of events and probabilities unique for him and what we here call fortuity is simply the unique aspect of the determinants of plans. Because of this, our ability to predict accurately for the individual always will be limited, although increased knowledge and improved methods should allow great improvement in our ability to predict group behaviour.

Summary

An attempt has been made to help readers see the study in the Newfoundland context by reviewing recent developments relating to the establishment of a college in Western Newfoundland.

In addition, reference was made to several Canadian and American studies of post-secondary plans of high school graduates and an attempt made to summarize their findings.

Table 1
Reported 1971-72 Grade XI Enrollments in
High Schools of Western Newfoundland

High School	Enrollment
Brig Bay	34
Burgeo	30
Burnt Islands	7
Channel	104
Conche	27
Corner Brook	
Herdman Collegiate	380
Regina Central High	133
Presentation Central High	90
Cabrini Central High	61
Cow Head	42
Daniel's Harbour	9
Deer Lake	
Amalgamated Regional High	129
Xavier Central High	41
DeGrau	35
Englee	13
Flowers Cove	35
Gillams	52
Hampden	21
Isle Aux Morts	14
Lark Harbour	10
Lourdes	28
Norris Point	37
Picadelli	15
Port au Choix	18
Port au Port	
Maria Regina Central High	19
Fr. Joy Memorial Central High	18
Robinsons	11
Roddickton	
Integrated Central High	21
Pentecostal Central High	17
Rose Blanche	9
St. Anthony	72
St. Fitan's	20
St. George's	
Integrated High School	5
St. Joseph's Central High	48
St. Lunaire	6
Sop's Arm	10

(Cont'd)

Table 1 (continued)

High School	Enrollment
Stephenville	
St. Stephen's Central High	129
Pentecostal Central High	6
Integrated High School	66
Stephenville Crossing	44
Trout River	11
Upper Ferry	37
Woody Point	13
Total	1927

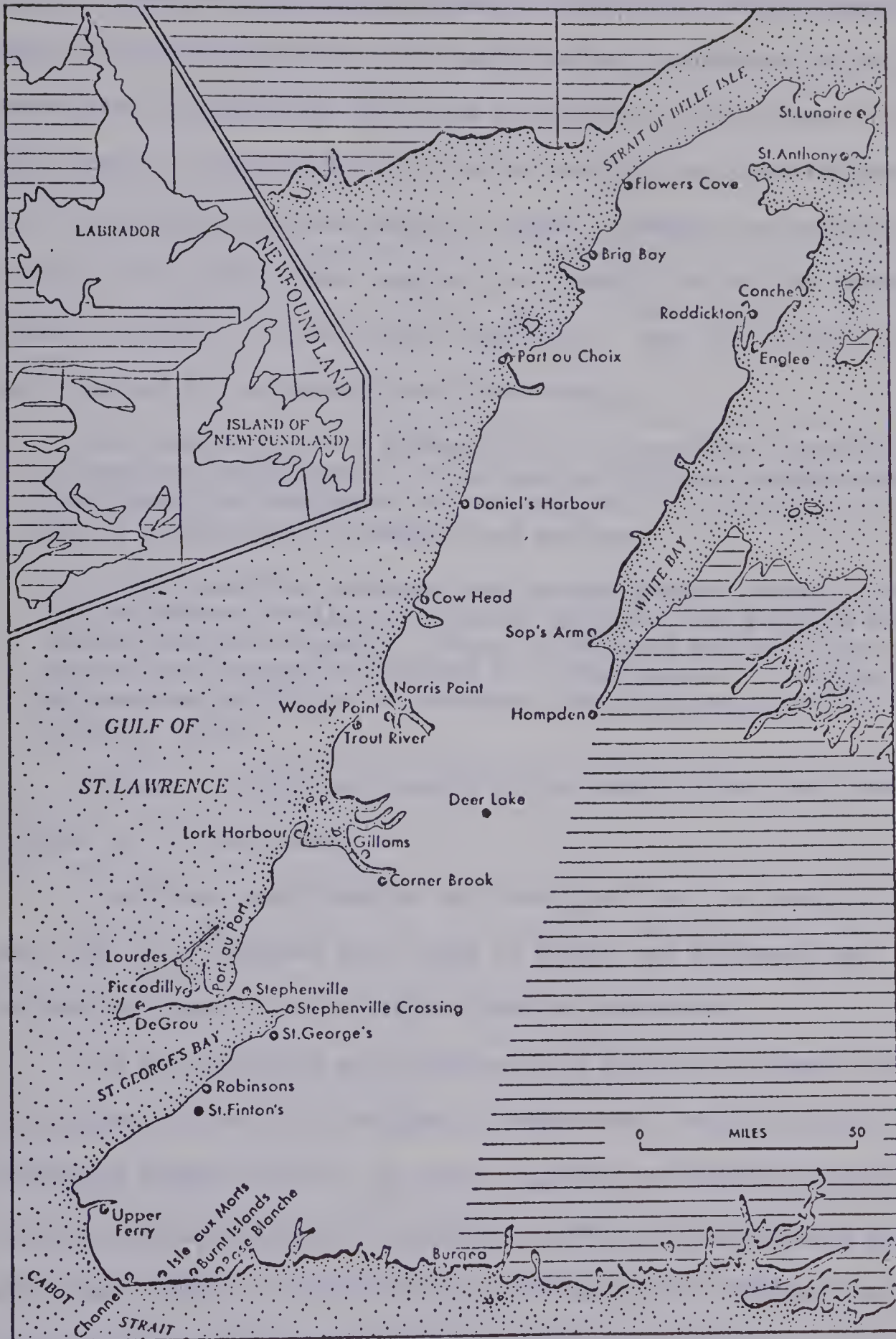


Figure 1

Western Newfoundland and Locations of Participating High Schools

plans, a combination of a restricted or closed-form and an unrestricted or open-form type questionnaire was specifically constructed for this study. Restricted type questions were used to facilitate the coding of such a large number of responses but provision was made for unanticipated responses in the open-form questions where an "other" category was provided. In this category, respondents were required to "specify" to aid the researcher to properly classify all the various responses. Best (1970:162-3) noted that each type has its advantages and disadvantages:

For certain types of information the closed-form questionnaire is entirely satisfactory. It is easy to fill out, takes little time, keeps the respondent on the subject, is relatively objective, and is fairly easy to tabulate and analyze.

.
 . . . The open-form probably provides for greater depth of response. The respondent reveals his frame of reference and possibly the reasons for his responses. Since it requires greater effort on the part of the respondent, returns are often meager. This type of item is sometimes difficult to interpret, tabulate, and summarize in the research report.

Columns to facilitate coding and to enable direct key punching were included on the questionnaire.

A mail-out questionnaire was developed since the subjects from whom data were to be gathered were large in number and dispersed over a wide geographical area a long distance from the researcher.

The questionnaire was submitted to a group of graduate students (colleagues) in the M.Ed. Program in Educational Administration, University of Alberta during 1971-72, for their analysis and comment regarding its validity and reliability. In addition to this, other graduate students and a staff member at the University of Alberta from Newfoundland analyzed and commented on the questionnaire. These persons checked for ambiguous items and for clear instructions in an attempt to insure that the instrument would measure consistently—reliability. In addition, each item was

critically examined for its relevance to the subject being investigated—content validity. The suggestions obtained were used in making the final draft of the questionnaire (Appendix A).

Collection of Data

In October 1971 permission was requested from the Newfoundland Department of Education to survey the post-secondary plans of the Grade XI students in Western Newfoundland (Appendix B). Upon receipt of this permission, the 12 district superintendents for Western Newfoundland were contacted to obtain their permission and the Grade XI enrollments in the respective high schools (Appendix B).

Having received the permission of superintendents, questionnaires were mailed on January 31, 1972, to the principals of the 43 high schools. A covering letter was included requesting that the principals have their Grade XI students complete the questionnaires and return them to the researcher (Appendix B). A follow-up letter was sent on March 21, 1972, to those principals who had failed to return the questionnaires (Appendix B).

The final date for receipt of questionnaires was April 10, 1972. Fourteen additional completed questionnaires were received between April 10 and May 31, 1972, during which time this chapter was written. Data with respect to these 14 questionnaires are given in Appendix C.

Translation of Data

Responses to the "other" categories of several questions and to the open-ended question (7c) were categorized and coded for computer processing. All other responses were precoded on the questionnaire.

The method of categorization for these responses was "self-generating." A new category was created only when the response was perceived to be

sufficiently different from the previously established categories. In the event of multiple responses, the first response was used.

In the case of question 4 requesting the students to give their average marks, responses rounded to the nearest per cent were punched for computer processing and later divided into four groups for analysis in this thesis.

Analysis of Data

Key punching of data to IBM cards was done directly from the questionnaires. The data were then analyzed statistically by computer, using the NONP10 program (DERS:1970) designed to give frequencies and percentages by row, column, and total for each category, and cross-tabulations for specified pairs of variables. Chi-square procedures were used to examine observed distributions against expected distributions whenever appropriate. In certain cases, this necessitated collapsing of categories to insure that not more than 20 per cent of the expected frequencies were smaller than 5 and none were less than 1 (Siegal, 1956:46).

Information from the computer analysis was then summarized into tables and reported in Chapters 4 and 5.

Description of the Sample

Participating High Schools

A total of 1,490 questionnaires were received from 40 high schools by April 10, 1972, and have been included in the analysis for this study. This represents 83.3 per cent of the Grade XI enrollment of the 40 participating high schools and 77.3 per cent of the Grade XI enrollment in the 43 schools of the Area. Thirty-two of the 34 locations were represented. Data from questionnaires received after April 10 are included in Appendix C.

These 40 participating high schools, their reported enrollments, and number of questionnaires returned are listed in Table 2. The geographical locations of these schools are shown in Figure 1 on p. 20.

Characteristics of the Respondents

Table 3 provides a short summary of selected data concerning the characteristics of the 1,490 Grade XI respondents.

Of the 1,490 respondents, 47.7 per cent were male while 43.4 per cent were female. The remaining 8.9 per cent did not respond to this question.

Approximately three-quarters of the respondents were in the 16-17 age group with the remainder being 15 or under (5.6%), or 18 years of age or over.

The fact that 70.1 per cent of the respondents were enrolled in the matriculation program full-time and an additional 6.8 per cent part-time is indicative of the prestige which is still attached to an academically- or university-oriented course of studies. The remaining 22.1 per cent of the respondents were on the general program either full-time (20.8%) or part-time (1.3%).

Almost one-half (44.4%) of the respondents had an average mark from 50-64 per cent on their last report. Of the remaining students, 32.9 per cent had an average of 65-79, with about the same percentage (6.5%) having averages below 50 and above 80 per cent. The remaining 10 per cent of the respondents did not respond to this question.

Summary

The first purpose of this chapter was to deal with the research design of the study. The procedures for conducting the survey research,

Table 2

Reported 1971-72 Grade XI Enrollments in Participating
High Schools and Number of Questionnaires
Returned by April 10, 1972

High School	Grade XI Enrollment	Questionnaires Returned
Brig Bay	34	31
Burgeo	30	25
Burnt Islands	7	7
Conche	27	15
Corner Brook		
Herdman Collegiate	380	301
Regina Central High	133	109
Presentation Central High	90	82
Cabrini Central High	61	57
Cow Head	42	20
Daniel's Harbour	9	7
Deer Lake		
Amalgamated Regional High	129	117
Xavier Central High	41	41
DeGrau	35	30
Englee	13	12
Flowers Cove	35	23
Gillams	52	52
Hampden	21	12
Lark Harbour	10	10
Lourdes	28	28
Norris Point	37	37
Picadelli	15	13
Port au Choix	18	15
Port au Port		
Maria Regina Central High	19	18
Fr. Joy Memorial Central High	18	16
Robinsons	11	11
Roddickton		
Pentecostal Central High	17	16
Rose Blanche	9	8
St. Anthony	72	47
St. Fitan's	20	17
St. George's		
Integrated High School	5	5
St. Joseph's Central High	48	37
St. Lunaire	6	6
Sop's Arm	10	10

(Cont'd)

Table 2 (continued)

High School	Grade XI Enrollment	Questionnaires Returned
Stephenville		
St. Stephen's Central High	129	102
Pentecostal Central High	6	4
Integrated High School	66	60
Stephenville Crossing	44	36
Trout River	11	11
Upper Ferry	37	30
Woody Point	13	12
Total	1788	1490

Table 3
Selected Characteristics of Respondents
(N=1490)

Characteristics	f	%
SEX:		
Male	647	43.4
Female	710	47.7
No Response	133	8.9
AGE:		
15 or under	84	5.6
16	687	46.1
17	441	29.6
18	194	13.0
19	48	3.2
20 or over	16	1.1
No Response	20	1.3
HIGH SCHOOL PROGRAM:		
Full-time Matriculation	1045	70.1
Full-time General	310	20.8
Part-time Matriculation	101	6.8
Part-time General	19	1.3
No Response	15	1.0
AVERAGE MARK ON LAST REPORT:		
80 to 100 per cent	93	6.2
65 to 79 per cent	489	32.9
50 to 64 per cent	662	44.4
0 to 49 per cent	98	6.6
No Response	148	9.9

including defining the population, development of an instrument, data-collection, translation, and analysis, were described.

A short description was given of the sample of 1,490 Grade XI students who completed the questionnaire. This represented 77.3 per cent of this student population, or of all students in Western Newfoundland completing Grade XI during 1971-72. Respondents were classified according to sex, age, high school program, and average mark on last report.

Chapter 4

STUDENTS' POST-SECONDARY PLANS

The data regarding students' post-secondary plans are presented in descriptive form in this chapter. Answers to the first sub-problem outlined in Chapter 1 are given. Certain questions are treated in terms of one or more of the following variables: sex, age, high school program, average mark, and location of high school.

Students' Plans Regarding Continuing Their Education

From Table 4 it is apparent that 1,045 (70.1%) of the 1,490 respondents were planning to continue their education at some educational institution after high school, 134 (9%) were not planning on doing so, while the remaining 311 (20.9%) were undecided.

When these responses were classified according to the sex of the respondents (Table 4), differences between the responses of males and females were found. The chi-square, significant at the .05 level, indicated that these differences were statistically significant. A slightly higher percentage of girls than boys, 73.1 as compared to 68.3, planned to continue their education. Approximately the same percentage of each group were undecided.

Distribution of responses according to age is also shown in Table 4. The chi-square, significant at the .05 level, indicated that there were statistically significant differences. It is interesting to note that as we move from the 15-or-under to the 19-year-old category, the percentage of those planning to continue their education decreases from 76.2 per cent

Table 4

Do Grade XI Students Plan to Continue Their Education at Some Educational Institution after High School? Frequency and Percentage According to Total Respondents and Percentage According to Sex and Age

Response	Total Respondents (N=1490)		* Sex (N=1357)		**Age (N=1470)					
	f	%	Male	Female	15 or under	16	17	18	19	20 or over
Yes	1045	70.1	68.3	73.1	76.2	74.7	66.9	64.4	56.3	68.8
No	134	9.0	11.0	7.0	1.2	5.7	11.6	12.9	22.9	18.8
Undecided	311	20.9	20.7	19.9	22.6	19.7	21.5	22.7	20.8	12.5
Percent of Total	100.0		47.7	52.3	5.7	46.7	30.0	13.2	3.3	1.1
Total by Column	1490		647	710	84	687	441	194	48	16

*Sex: $\chi^2 = 7.1$, significant at .05 level.

**Age: $\chi^2 = 40.0$, significant at .05 level.

to 56.3 per cent. Meanwhile, the percentage not planning to continue increases from 1.2 per cent to 22.9 per cent. At each of these age levels approximately 21 per cent of the students were undecided. One exception is the 20-or-over category in which the percentage planning to continue (68.8) has increased with a smaller percentage of students (12.5) than in the other categories being undecided. Perhaps many of the students in this oldest group have returned to school to complete Grade XI so that they can further their education after high school.

Statistically significant differences were noted when responses were classified according to present high school program (Table 5). A chi-square significant at the .05 level was obtained. A higher percentage of students on each of the academic programs, full-time and part-time, planned to continue their education after high school than the percentage of those on the general program, either full- or part-time. The percentages of respondents in both the academic and general programs who were undecided were similar.

An interesting trend seemed to develop when responses were classified according to the students' average marks on their last report. As the average mark category increased from the 0-49 category to the 80-100 category, the percentage of students planning to continue their education increased substantially from 53.1 per cent to 93.5 per cent, with decreases from 16.3 to 1.1 in the percentage not planning to do so, and from 30.6 to 5.4 in the percentage of those who indicated that they were undecided. The chi-square, significant at the .05 level, indicated that the differences were statistically significant.

Table 5

Do Grade XI Students Plan to Continue Their Education at Some Educational Institution after High School? Percentage According to Present High School Program and Average Mark

Response	*Program (N=1475)			**Average Mark (N=1342)			
	Full-time Academic	Full-time General	Part-time Academic	Part-time General	0-49	50-64	65-79 80-100
Yes	72.6	61.9	76.2	63.2	53.1	66.6	77.1 93.5
No	7.3	14.2	8.9	26.3	16.3	10.0	5.5 1.1
Undecided	20.1	23.9	14.9	10.5	30.6	23.4	17.4 5.4
Percent of Total	70.8	21.0	6.8	1.3	7.3	49.3	36.4 6.9
Total by Column	1045	310	101	19	98	662	489 93

*Program: $\chi^2 = 27.7$, significant at .05 level.

**Average mark: $\chi^2 = 56.2$, significant at .05 level.

Students' Preference for Post-Secondary Educational Institution

Of the 1,045 students who indicated that they planned to continue their education (Table 6), 353 (33.8%) chose a district vocational school in Newfoundland, 348 (33.3%) chose Memorial University, 95 (9.1%) chose the College of Trades and Technology in St. John's, 87 (8.3%) chose the Hospital School of Nursing in Corner Brook, 57 (5.5%) chose to complete Grade XII at Regina High School in Corner Brook. The other 10 per cent chose miscellaneous institutions. Only 3 students (0.3%) were undecided, and 5 (0.5%) did not respond. Table 7 presents the frequency of students' preference for post-secondary educational institution by location of high school.

To facilitate computer analysis of students' choice of institution when cross-tabulated with sex, location of high school, and present high school program, data were collapsed into categories appearing in Tables 8, 9, and 10.

When the choices of post-secondary educational institution were classified according to sex (Table 8), it was found that 42.0 per cent of the males as compared to 26.0 per cent of the females planned to attend Memorial University. However, the same percentage of both groups (34.0) planned to attend a district vocational school. A higher percentage of males than females planned to attend the College of Trades and Technology and Regina High School. Almost all students planning to attend a school of nursing were females. The chi-square, significant at the .05 level, indicated that the differences between the responses of males and females were significant.

The cross-tabulation of high school students' choice of institution with their present high school program is given in Table 9. The chi-square,

Table 6
Grade XI Students' Preferences for Post-
Secondary Educational Institutions.
Frequency and Percentage

Institution	f	%
A District Vocational School	353	33.8
Memorial University of Newfoundland	348	33.3
College of Trades and Technology, St. John's	95	9.1
Hospital School of Nursing, Corner Brook	87	8.3
Regina High School, Corner Brook	57	5.5
University Outside Newfoundland	36	3.4
Hospital School of Nursing, St. John's	36	3.4
Vocational or Technical School Outside Newfoundland	12	1.1
College of Fisheries, Navigation, Marine Engineering and Electronics, St. John's	4	0.4
School of Nursing Outside Newfoundland	3	0.3
Presentation High School, Corner Brook (Commercial)	3	0.3
Hospital, Grand Falls (Nursing Assistant)	2	0.2
Labrador City (Grade XII)	1	0.1
Undecided	3	0.3
No Response	5	0.5
Total	1045	100.0

Table 7
Grade XI Students' Preferences for Post-Secondary Educational Institutions
According to Location of High School. Frequency

Location of High School	Institution														Total
	No response	Dist. Voc. Sch. Nfld.	M.U.N. St. John's	College of Trades and Tech. St. John's	School of Nursing Corner Brook	Regina High, Corner Brook (Grade XII)	University Outside of Nfld.	School of Nursing St. John's	Voc. or Tech. School Outside Nfld.	College of Fish. St. John's	School of Nursing Outside Nfld.	Pres. High, Corner Brook (Commercial)	Hospital, Grand Falls (Nurs. Asst.)	Labrador City (Grade XII)	Undecided
Brig Bay		5	9	1	1			3							19
Burgeo		8	7	1	3			1							20
Burnt Island		1	1												2
Conche			2		1			1							4
Corner Brook		2	120	21	27	44	25	7	5	2	2	3		3	399
Cow Head			8		2										10
Daniel's Harbour		1	4	19	11	2	1	5	1						5
Deer Lake		1	20					3	1						126
De Grau		3	3		1			1							10
Englee		1	7	1	1										10
Flowers Cove		1	8	1	2	1			1						15
Gilliams		21	9	1	4										37
Hampden		1	3		1										5
Lark Harbour		5	1		2										7
Lourdes		9	11	3	1										24
Norris Point		10	15	2	3				1	1					31
Picadelli		1	7		1				1						10
Port au Choix			3	1	1										6
Port au Port		7	10	9				1							27
Robinsons		3	4	1	2										10
Roddiction		1	8					1							10
Rose Blanche			2	1	1										4
St. Anthony		5	15	5	2	2		2					2		33
St. Fintan's		3	5		2		1								11
St. George's		13	6	3	4										27
St. Lunaire		1	1	1											3
Sops Arm			2			1									3
Stephenville		34	41	21	8	3	8	8	2		1			1	127
Stephenville															
Trout River		6	8	3	1	2		2	1						23
Upper Ferry		4													4
Woody Point		4	4	1	5	2		1							12
					1										11
Total		5	353	348	95	87	57	36	12	4	3	3	2	1	1045

Table 8

Grade XI Students' Preferences for Post-Secondary Educational Institutions
According to Sex. Percentage by Column

Institution	Sex		Total
	Male	Female	
A District Vocational School	33.9	33.7	33.8
Memorial University of Newfoundland	42.0	26.0	33.4
College of Trades and Technology, St. John's	11.8	6.6	9.0
Hospital School of Nursing, Corner Brook	0.5	15.1	8.4
Regina High School, Corner Brook (Grade XII)	7.3	4.3	5.6
University Outside Newfoundland	3.0	3.9	3.5
Hospital School of Nursing, St. John's	0.0	7.0	3.8
Others	1.6	3.5	2.6
Total (Number)	100.0 (440)	100.0 (516)	100.0 (956)

$\chi^2 = 125.0$, significant at .05 level.

Table 9

Grade XI Students' Preferences for Post-Secondary Educational Institutions
According to Present High School Program. Percentage by Column

Institution	Program		Total
	Academic	General	
A District Vocational School	23.3	77.6	33.6
Memorial University of Newfoundland	41.2	2.0	33.8
College of Trades and Technology, St. John's	9.7	7.0	9.2
Hospital School of Nursing, Corner Brook	8.8	6.5	8.3
Regina High School, Corner Brook (Grade XII)	6.7	0.5	5.5
University Outside Newfoundland	3.8	2.0	3.5
Hospital School of Nursing, St. John's	4.0	1.0	3.4
Others	2.5	3.5	2.7
Total (Number)	100.0 (834)	100.0 (201)	100.0 (1035)

$\chi^2 = 235.8$, significant at .05 level.

Table 10

Grade XI Students' Preferences for Post-Secondary Educational Institutions
According to Location of High School. Percentage by Column

Institution	Location of High School		Total
	Corner Brook	Other Areas	
A District Vocational School	34.8	33.4	33.9
Memorial University of Newfoundland	30.2	35.5	33.5
College of Trades and Technology, St. John's	5.3	11.5	9.1
Hospital School of Nursing, Corner Brook	6.8	9.3	8.4
Regina High School, Corner Brook (Grade XII)	11.1	2.0	5.5
University Outside Newfoundland	6.3	1.7	3.5
Hospital School of Nursing, St. John's	1.8	4.5	3.5
Others	3.8	2.0	2.7
Total (Number)	100.0 (397)	100.0 (643)	100.0 (1040)

$\chi^2 = 74.3$, significant at .05 level.

significant at the .05 level, indicated that there were statistically significant differences.

Of the students on the general program, 77.6 per cent of those planning to continue their education indicated a preference for a district vocational school as compared to 23.3 per cent of those on the academic program. Of those on the academic program, 41.2 per cent showed a preference for Memorial University compared to only 2 per cent of those on the general program. Similarly, almost all of those planning to attend Regina to complete Grade XII (equivalent to first year university) were enrolled in the academic program. Somewhat similar percentage distributions between "academic" and "general" students' choices can be noted for the remaining institutions.

A distribution of the choice of institution and location of high school is given in Table 10. This table compares the responses of students attending high school in Corner Brook, by far the largest center in the area, with students in the smaller centers. A chi-square, significant at the .05 level, indicated that the differences were statistically significant. Approximately 34 per cent of each group planned to attend a vocational school but a higher percentage of those in "other areas" than of those in Corner Brook showed a preference for the College of Trades and Technology and both schools of nursing. The percentage of students in Corner Brook choosing Regina and a university outside the Province was higher than for students in "other areas."

Areas of Study at Post-Secondary Institutions

Memorial or some other university. Of the 384 students planning to attend Memorial or some other university, 145 (37.8%) showed a preference for

education, while 57 (14.8%) chose arts (Table 11). The next four areas of study were: medical science (8.1%), social work (7.8%), commerce (6.4%), and science (5.7%). About 9 per cent of the students were undecided. Smaller percentages of respondents chose several other areas of study.

When responses were classified according to sex (Table 12), it was found that 44.4 per cent of the females as compared to 32.8 per cent of the males chose education as the area of study. A higher percentage of boys than girls chose medical science. Almost all students choosing commerce and engineering were males, with the opposite being true of social work. Other differences between the groups were less than 5 per cent. The chi-square, significant at the .05 level, indicated that there were statistically significant differences.

The differences between responses of students attending high school in Corner Brook and those in "other areas" were found to be statistically significant at the .05 level. As shown in Table 12 a higher percentage of students in "other areas" (45.8%) than those in Corner Brook (25.7%) chose education. Differences in percentages between the two groups in their choice of the remaining areas of study were less than 5 per cent.

A district vocational school. Of the 353 students who indicated a preference to attend one of the district vocational schools in the Province, 183 (51.8%) chose "typing, shorthand or accounting" (Table 13). The next six areas chosen were: electronics (8.5%), motor vehicle repair (7.7%), beauty culture or barbering (7.4%), electrical (6.0%), machinist (4.3%), and millwright (4.3%). Smaller percentages of the respondents chose several other areas of study.

The differences between the responses of males and females were found to be statistically significant at the .05 level (Table 14). Only two areas

Table 11

Areas Which Students Are Most Likely to Study
at Memorial or Some Other University.
Frequency and Percentage

Area of Study	f	%
Education	145	37.8
Arts	57	14.8
Medical Science	31	8.1
Social Work	30	7.8
Commerce	24	6.4
Science	22	5.7
Engineering	14	3.6
Music	7	1.8
Nursing	6	1.6
Forestry	4	1.0
Law	3	0.7
Dental Hygiene	1	0.3
Fine Arts	1	0.3
Undecided	35	9.1
No Response	4	1.0
Total	384	100.0

Table 12

Areas Which Students Are Most Likely to Study at Memorial or Some Other University
According to Student Sex and Location of High School. Percentage by Column

Area of Study	*Sex		**Location of High School		
	Male	Female	Total	Corner Brook	Other Area
Education	32.8	44.4	37.9	25.7	45.8
Arts	17.4	13.1	15.5	12.5	16.5
Medical Science	10.3	5.9	8.3	10.4	6.8
Social Work	1.5	17.0	8.3	10.4	6.4
Commerce	10.3	0.7	6.0	9.0	4.7
Science	6.2	4.6	5.5	7.6	4.7
Engineering	6.7	0.0	3.7	4.2	3.4
Undecided	10.8	6.5	8.9	11.1	8.1
Others	4.1	7.8	5.7	9.0	3.8
Total (Number)	100.0 (195)	100.0 (153)	100.0 (348)	100.0 (144)	100.0 (236)

*Sex: $\chi^2 = 58.2$, significant at .05 level.

**Location: $\chi^2 = 23.0$, significant at .05 level.

Table 13

Areas Which Students Are Most Likely to Study at a
Vocational School. Frequency and Percentage

Area of Study	f	%
Typing, Shorthand or Accounting	183	51.8
Electronics	30	8.5
Motor Vehicle Repair	27	7.7
Beauty Culture or Barbering	26	7.4
Electrical	21	6.0
Machinist	15	4.2
Millwright	15	4.2
Drafting	8	2.3
Aircraft Maintenance	8	2.3
Welding	8	2.3
Carpentry	6	1.7
Gas and Diesel Mechanic	2	0.6
Plumbing and Heating	1	0.3
Refrigeration	1	0.3
No Response	2	0.6
Total	353	100.0

Table 14

Areas Which Students Are Most Likely to Study at a Vocational School According to Student Sex and Location of High School. Percentage by Column

Area of Study	*Sex		**Location of High School		
	Male	Female	Total	Corner Brook	Other Areas Total
Typing, Shorthand or Accounting	8.2	86.3	50.6	56.5	49.3 52.1
Electronics	19.0	0.0	8.7	10.1	7.5 8.5
Motor Vehicle Repair	16.3	0.0	7.5	5.1	9.4 7.7
Beauty Culture or Barbering	0.7	13.7	7.8	3.6	9.9 7.4
Electrical	14.3	0.0	6.5	5.1	6.6 6.0
Machinist	10.2	0.0	4.7	5.1	3.8 4.3
Millwright	9.5	0.0	4.3	6.5	2.8 4.3
Others	21.8	0.0	9.9	8.0	10.8 9.7
Total (Number)	100.0 (147)	100.0 (175)	100.0 (322)	100.0 (138)	100.0 (213) 100.0 (351)

*Sex: $\chi^2 = 273.3$, significant at .05 level.

**Location: $\chi^2 = 12.0$, not significant at .05 level.

of study were selected by girls: "typing, shorthand or accounting" (86.3%) and "beauty culture or barbering" (13.7%). The four areas most frequently chosen by the boys were: electronics (19.0%), motor vehicle repair (16.3%), electrical (14.3%), and machinist (10.2%).

When responses were classified according to location of high school, the chi-square was not significant (Table 14). There was a similar percentage distribution for both students attending high school in Corner Brook and those in "other areas" for each of the areas of study at vocational school.

College of Trades and Technology. Table 15 shows that an engineering technology course was the most frequently chosen by the 96 students planning to attend the College of Trades and Technology (32.6%). Of the remaining students, 27 (28.4%) chose a medical science course, 26 (27.4%) chose a business course, and the five students (5.3%) planned to do a course similar to one of those offered at a district vocational school. Six students did not respond to this question.

When responses were classified according to sex (Table 16), it was found that 54.2 per cent of the males as compared to only 3.1 per cent of the females chose an engineering technology course. A medical science course was chosen by 43.8 per cent of the females as compared to 20.8 per cent of the males. Fifty per cent of the girls chose a business course as compared to only 16.7 per cent of the boys. These differences between responses of the two groups were found to be statistically significant at the .05 level.

The chi-square was not significant at the .05 level when responses were classified according to location of high school. However, it can be noted from Table 16 that the percentage of students from "other areas" planning to take an engineering technology course is double the percentage

Table 15

Areas Which Students Are Most Likely to Study at the
College of Trades and Technology, St. John's.
Frequency and Percentage

Area of Study	f	%
Engineering Technology Course	31	32.6
Medical Science Course	27	28.4
Business Course	26	27.4
A Trade as in a Vocational School	5	5.3
No Response	6	6.3
Total	95	100.0

Table 16
Areas Which Students Are Most Likely to Study at the College of Trades and Technology,
St. John's, According to Student Sex and Location of High School.
Percentage by Column

Area of Study	*Sex		**Location of High School		
	Male	Female	Total	Corner Brook	Other Areas
Engineering Technology Course	54.2	3.1	33.7	20.0	39.1
Medical Science Course	20.8	43.8	30.0	50.0	24.6
Business Course	16.7	50.0	30.0	30.0	29.0
A Trade as in a Vocational School	8.3	3.1	6.2	0.0	7.2
Total (Number)	100.0 (48)	100.0 (32)	100.0 (80)	100.0 (20)	100.0 (69)

*Sex: $\chi^2 = 26.1$, significant at .05 level.
**Location: $\chi^2 = 6.3$, not significant at .05 level.

of students from Corner Brook with the reverse being true for the medical science course.

Students' Reasons for Not Planning to Continue Their Education

Prefer to work [72(53.7%)], not sure of what to do [17(12.7%)], don't think marks are high enough [15(11.2%)], and want to travel [14(10.4%)] were the reasons most frequently given by the 134 students who did not plan to continue their education after high school (Table 17).

Plans of Students Who Do Not Intend to Continue Their Education

Work [31(23.1%)], join the armed forces [25(18.7%)], join the R.C.M.P. or police [17(12.7%)], and undecided [14(10.4%)] were the responses most frequently given by students when they were asked to indicate what they planned to do after high school (Table 18). Sixteen per cent of the students did not respond to this question.

Students' Reasons for Being Undecided about Continuing Their Education

Not sure of what they want to do [191(61.2%)] and having doubts about marks [93(30.0%)] were the reasons most frequently stated for being undecided (Table 19). Only 12 (3.9%) of the students were undecided because of doubts about their finances.

Would Students Who Are Not Planning to Continue Their Education or Those Who are Undecided Probably Continue If There Were a Regional College in Corner Brook?

Of the 445 students who indicated earlier that they did not plan to continue or were undecided, 149 (33.5%) said they would probably continue if there were a regional college in Corner Brook (Table 20). An additional 157 (35.3%) were undecided with the remaining either indicating that they

Table 17
Students' Reasons for Not Planning to Continue
Their Education after High School.
Frequency and Percentage

Reasons	f	%
No Response	6	4.5
Prefer to work	72	53.7
Not sure of what I want to do	17	12.7
Don't think my marks are high enough	15	11.2
Want to travel	14	10.4
Can't afford to continue education	5	3.7
Plan to get married	3	2.2
Needed at home	2	1.5
Total	134	100.0

Table 18
Plans of Students Who are Not Intending to Continue
Their Education after High School.
Frequency and Percentage

Plans	f	%
No Response	22	16.4
Work	31	23.1
Armed forces	25	18.7
R.C.M.P. or police	17	12.7
Airline stewardess	7	5.2
Travel	6	4.5
Work in a hospital	4	3.0
Air traffic control	2	1.5
Play in a band	2	1.5
Get married	2	1.5
Care for grandparents	1	0.7
C N T operator	1	0.7
Undecided	14	10.4
Total	134	100.0

Table 19

Students' Reasons for Being Undecided about Continuing
Their Education after High School.
Frequency and Percentage

Reasons	f	%
No Response	14	4.5
Not sure of what I want to do	191	61.2
Have doubts about my marks	93	30.0
Have doubts about my finances	12	3.9
Health reasons	1	0.3
Total	311	100.0

Table 20

Would Students Who Are Not Planning or Those Who Are Undecided
About Continuing Their Education Probably Continue if
There Were a Regional College in Corner Brook?
Frequency and Percentage

Response	f	%
No Response	27	6.1
Yes	149	33.5
No	112	25.2
Undecided	157	35.3
Total	445	100.0

probably would not continue (25.2%) or not responding to this question (6.1%).

Definiteness of Post-Secondary Plans

Table 21 presents the data in reference to how definite students were as to what they planned to do after high school. About half of the 1,490 respondents felt that their plans were definite "to a considerable" (29.1%) or "to a very great" extent (21.2%). An additional 32.3 per cent felt definite "to some extent." Twelve per cent felt definite "to a very little extent", and 4.4 per cent were "not at all" definite.

When definiteness of plans was cross-tabulated with plans to continue (Table 22), it was found that those who indicated that they planned to continue their education were more definite of their plans than those who indicated they did not plan to do so. The chi-square was significant at the .05 level, indicating statistically significant differences.

When responses were classified according to sex, differences were statistically significant at the .05 level. Girls tended to be a little more definite about their plans than boys, with 23.5 per cent of the former feeling that their plans were definite "to a very great extent" as compared to 19.2 per cent of the latter (Table 23). Six per cent of the boys as compared to 2.8 per cent of the girls felt "not at all" definite. Percentage differences in other categories were smaller.

The distribution of responses by age is given in Table 24. The chi-square indicated that differences were not statistically significant.

The chi-square indicated that differences were not statistically significant when responses were classified according to present high school program (Table 25). Percentage distributions for each of the four groups are

Table 21
Definiteness of Students as to What They
Plan to do after High School.
Frequency and Percentage

Definiteness of Plans	f	%
Not at all	66	4.4
To a very little extent	179	12.0
To some extent	481	32.3
To a considerable extent	434	29.1
To a very great extent	316	21.2
No response	14	0.9
Total	1490	100.0

Table 22

Definiteness of Students as to What They Plan to do After High School
According to Whether They Plan to Continue Their Education.
Frequency and (Percentage) by Column

Definiteness of Plans	Plan to Continue Their Education			Total
	Yes	No	Undecided	
Not at all	10 (1.0)	10 (7.6)	46 (14.9)	66 (4.5)
To a very little extent	80 (7.7)	22 (16.7)	77 (25.0)	179 (12.1)
To some extent	317 (30.6)	34 (25.8)	130 (42.2)	481 (32.6)
To a considerable extent	349 (33.7)	42 (31.8)	43 (14.0)	434 (29.4)
To a very great extent	280 (27.0)	24 (18.2)	12 (3.9)	316 (21.4)
Total	1036(100.0)	132(100.0)	308(100.0)	1476(100.0)

$\chi^2 = 271.2$, significant at .05 level.

Table 23

Definiteness of Students as to What They Plan to do After High School
According to Sex. Frequency and (Percentage) by Column

Definiteness of Plans	Sex		Total
	Male	Female	
Not at all	39 (6.1)	20 (2.8)	59 (4.4)
To a very little extent	76 (11.9)	84 (11.9)	160 (11.9)
To some extent	220 (34.3)	223 (31.6)	443 (32.9)
To a considerable extent	183 (28.5)	213 (30.2)	396 (29.4)
To a very great extent	123 (19.2)	166 (23.5)	289 (21.5)
Total	641 (100.0)	706 (100.0)	1347 (100.0)

$\chi^2 = 12.1$, significant at .05 level.

Table 24

Definiteness of Students as to What They Plan to do After High School
According to Age. Frequency and (Percentage) by Column

Definiteness of Plans	Age					Total
	15 or Under	16	17	18	19	20 or Over
Not at all	5.0	5.2	2.7	3.6	4.3	13.3
To a very little extent	10.0	12.7	12.8	10.9	15.2	0.0
To some extent	37.0	31.6	36.4	33.3	26.1	26.7
To a considerable extent	33.7	29.2	27.8	30.2	28.3	33.3
To a very great extent	13.7	21.3	22.3	21.9	26.1	26.7
Total (Number)	100.0 (80)	100.0 (686)	100.0 (439)	100.0 (192)	100.0 (46)	100.0 (15)
						100.0 (1458)

$\chi^2 = 16.1$, not significant at .05 level.

Table 25

Definiteness of Students as to What They Plan to do After High School
According to Present High School Program.
Percentage by Column

Definiteness of Plans	Present High School Program				Total
	Full-time Academic	Full-time General	Part-time Academic	Part-time General	
Not at all	4.6	3.3	4.0	10.5	4.4
To a very little extent	11.9	14.1	11.0	5.3	12.2
To some extent	32.8	32.4	29.0	36.8	32.5
To a considerable extent	30.0	27.1	31.0	26.3	29.4
To a very great extent	20.6	23.2	25.0	21.1	21.4
Total (Number)	100.0 (1039)	100.0 (306)	100.0 (100)	100.0 (19)	100.0 (1464)

$\chi^2 = 7.2$, not significant at .05 level.

similar at each of the levels of definiteness of plans.

The chi-square indicated that differences were statistically significant at the .05 level when responses were classified according to average mark on last report (Table 26). There was a tendency for plans to be more definite as we move from students in the lowest to those in the highest category. In the 0-49 category, 8.2 per cent of the respondents felt "not at all" definite and 19.6 per cent felt definite "to a very little extent" as compared to no students and 8.6 per cent in the 80-100 category, respectively. The percentage of respondents who were definite "to a considerable extent" increased from 26.8 per cent to 36.6 per cent from the 0-49 category to the 80-100 category.

When definiteness of plans was cross-tabulated with choice of post-secondary institutions (Table 27), it was found that less than 20 per cent of the students, planning to attend each of the institutions, felt that their plans were "not at all" definite or definite "to a very little extent." Over 53 per cent of those planning to attend each of the institutions were definite "to a considerable" or "to a very great" extent. As indicated by the chi-square, there were statistically significant differences.

Need for More Information about Choice of Career

Of all the respondents (1,490), 8.1 per cent indicated that they did not need any more information about their choice of a career, 10.6 per cent indicated that they needed very little, 35.2 per cent wanted some, 22.8 per cent wanted considerable, with an additional 21.9 per cent wanting information "to a very great extent" (Table 28).

When responses were cross-tabulated with plans to continue their education, it was found that those students who planned to continue wanted

Table 26

Definiteness of Students as to What They Plan to do After High School According to Average Mark on Last Report. Frequency and (Percentage) by Column

Definiteness of Plans	Average Mark on Last Report			Total
	0-49	50-64	65-79	80-100
Not at all	8 (8.2)	36 (5.5)	16 (3.3)	0 (0.0)
To a little extent	19 (19.6)	93 (14.1)	42 (8.7)	8 (8.6)
To some extent	32 (33.0)	225 (34.1)	152 (31.5)	29 (31.2)
To a considerable extent	26 (26.8)	176 (26.7)	149 (30.8)	34 (36.6)
To a very great extent	12 (12.4)	129 (19.6)	124 (25.7)	22 (23.7)
Total	97(100.0)	659(100.0)	483(100.0)	93(100.0)

$\chi^2 = 35.7$, significant at .05 level.

Table 27

Definiteness of Students as to What They Plan to do After High School According to Their Choice of Post-Secondary Educational Institutions.
Percentage by Rows and Total

Institution	Definiteness of Plans			Per cent of total
	Not at all or very little	Some extent	Considerable or very great extent	
A District Vocational School	18.0	24.0	58.0	33.8
Memorial University of Newfoundland	12.4	19.9	67.9	33.5
College of Trades and Technology, St. John's	14.7	31.6	53.7	9.2
Hospital School of Nursing, Corner Brook	18.6	24.4	57.0	8.3
Regina High School, Corner Brook (Grade XII)	17.5	24.6	57.9	5.5
University Outside Newfoundland	19.4	5.6	75.0	3.5
Hospital School of Nursing, St. John's	19.4	11.1	69.4	3.5
Others	10.7	14.3	75.0	2.7
Total (Number)	15.7 (162)	22.1 (228)	62.3 (644)	100.0 (1034)

$\chi^2 = 24.9$, significant at .05 level.

Table 28

Grade XI Students' Need for More Information
About Their Choice of a Career.
Frequency and Percentage

Need for More Information	f	%
Not at all	120	8.1
To a very little extent	158	10.6
To some extent	525	35.2
To a considerable extent	339	22.8
To a very great extent	327	21.9
No response	21	1.4
Total	1490	100.0

information to a greater extent than those who did not plan to do so (Table 29). Those who were undecided were most in need of information. The chi-square was significant at the .05 level, indicating statistically significant differences.

Boys tended to want more information than girls regarding their choice of a career (Table 30). Of the girls 10.7 per cent, as compared to 5.3 per cent of the boys, needed no more information. An additional 14.1 per cent of the girls as compared to 7.6 per cent of the boys needed information "to a very little extent." A higher percentage of boys than girls needed information "to a considerable extent," 25.9 as compared to 20.8 per cent, respectively. The chi-square, significant at the .05 level, indicated that differences were statistically significant.

The distribution of responses according to age is given in Table 31. Differences were not statistically significant.

The chi-square indicated that differences were not statistically significant when responses were classified according to present high school program (Table 32).

The distribution of responses according to average marks is given in Table 33. Differences were not statistically significant at the .05 level.

When need for more information was cross-tabulated with choice of post-secondary educational institution (Table 34), it was found that students planning to attend the hospital school of nursing in Corner Brook needed information to a lesser extent than those planning to attend the other institutions. With the exception of the school of nursing in Corner Brook, from 38 to 59.6 per cent of the students attending the other institutions indicated a need for more information to a "considerable" or "a very great" extent. The group of students requiring information to the greatest

Table 29

Grade XI Students' Need for More Information about Their Choice of a Career
According to Whether They Plan to Continue Their Education.
Frequency and (Percentage) by Column

Need for More Information	Plan to Continue Their Education			Total
	Yes	No	Undecided	
Not at all	84 (8.1)	21 (16.0)	15 (5.0)	120 (8.2)
To a very little extent	116 (11.2)	19 (14.5)	23 (7.6)	158 (10.8)
To some extent	396 (38.3)	40 (30.5)	89 (29.4)	525 (35.7)
To a considerable extent	228 (22.0)	24 (18.3)	87 (28.7)	339 (23.1)
To a very great extent	211 (20.4)	27 (20.6)	89 (29.4)	327 (22.3)
Total	1035 (100.0)	131 (100.0)	303 (100.0)	1469 (100.0)

$\chi^2 = 39.4$, significant at .05 level.

Table 30

Grade XI Students' Need for More Information about Their Choice of a Career
According to Sex. Frequency and (Percentage) by Column

Need for More Information	Sex		Total
	Male	Female	
Not at all	34 (5.3)	75 (10.7)	109 (8.1)
To a very little extent	49 (7.6)	99 (14.1)	148 (11.0)
To some extent	230 (35.9)	254 (36.2)	484 (36.0)
To a considerable extent	166 (25.9)	146 (20.8)	312 (23.2)
To a very great extent	162 (25.3)	128 (18.2)	290 (21.6)
Total	641(100.0)	702(100.0)	1343(100.0)

$\chi^2 = 36.1$, significant at .05 level.

Table 31

Grade XI Students' Need for More Information about Their Choice of a Career According to Age. Percentage by Column

Need for More Information	Age					Total
	15 or Under	16	17	18	19	20 or Over
Not at all	2.5	8.6	8.0	11.0	12.5	6.2
To a very little extent	8.7	12.2	10.0	11.0	2.1	6.2
To some extent	40.0	35.5	36.9	30.9	39.6	56.3
To a considerable extent	26.2	21.8	25.1	24.1	14.6	25.0
To a very great extent	22.5	22.5	20.0	23.0	31.3	6.2
Total (Number)	100.0 (80)	100.0 (679)	100.0 (439)	100.0 (191)	100.0 (48)	100.0 (16)
						100.0 (1453)

$\chi^2 = 23.4$, significant at .05 level.

Table 32

Grade XI Students' Need for More Information about Their Choice of a Career
According to Present High School Program. Percentage by Column

Need for More Information	Present High School Program				Total
	Full-time Academic	Full-time General	Part-time Academic	Part-time General	
Not at all	7.5	10.8	6.1	21.1	8.2
To a very little extent	10.7	11.8	8.1	15.8	10.8
To some extent	36.5	35.0	31.3	26.3	35.7
To a considerable extent	22.7	22.2	26.3	26.3	22.9
To a very great extent	22.6	20.3	28.3	10.5	22.3
Total (Number)	100.0 (1033)	100.0 (306)	100.0 (99)	100.0 (19)	100.0 (1457)

$\chi^2 = 14.2$, not significant at .05 level.

Table 33

Grade XI Students' Need for More Information about Their Choice of a Career
According to Average Mark on Last Report. Percentage by Column

Need for More Information	Average Mark on Last Report				Total
	0-49	50-64	65-79	80-100	
Not at all	8.2	8.6	7.2	9.8	8.1
To a very little extent	9.2	9.6	12.8	9.8	10.8
To some extent	31.6	34.2	38.2	42.4	36.0
To a considerable extent	28.6	23.4	20.7	25.0	22.9
To a very great extent	22.4	24.2	21.1	13.0	22.2
Total (Number)	100.0 (98)	100.0 (653)	100.0 (484)	100.0 (92)	100.0 (1327)

$\chi^2 = 14.4$, not significant at .05 level.

Table 34

Grade XI Students' Need for More Information about Their Choice of a Career
According to Their Choice of Post-Secondary Educational Institution.
Percentage by Rows and Total

Institution	Need More Information			Percent of total
	Very little or none	Some	Considerable or very great amount	
A District Vocation School	22.8	39.2	38.0	33.7
Memorial University of Newfoundland	13.3	40.6	46.1	33.5
College of Trades and Technology, St. John's	10.5	38.9	50.5	9.2
Hospital School of Nursing, Corner Brook	40.7	39.5	19.8	8.3
Regina High School, Corner Brook (Grade XII)	5.3	35.1	59.6	5.5
University Outside Newfoundland	27.8	16.7	55.6	3.5
Hospital School of Nursing, St. John's	30.6	27.8	41.7	3.5
Others	17.9	35.7	46.4	2.7
Total (Number)	19.3 (199)	38.2 (393)	42.5 (438)	100.0 (1030)

$\chi^2 = 68.5$, significant at .05 level.

extent planned to complete Grade XII at Regina High School. The chi-square, significant at the .05 level, indicated that there were statistically significant differences.

Summary

This chapter reported students' responses to questions regarding continuing their education after high school. For those planning to continue, their choices of post-secondary institutions and areas of study were reported. Reasons were also reported for those who were undecided. Responses of those not planning to continue their education and of those who were undecided regarding the probability of their continuing, if there were a regional college in Corner Brook, were indicated. Data describing the extent of definiteness of students' plans and students' need for more information regarding their choice of a career were also presented.

Several of these questions were also treated in terms of variables: sex, age, high school program, average marks, and location of high school.

Chapter 5

STUDENTS' VIEWS TOWARD ATTENDING A REGIONAL COLLEGE IN CORNER BROOK

Data regarding the second sub-problem outlined in Chapter 1 are presented in this chapter. Several questions related to this sub-problem of determining students' views toward attending a regional college in Corner Brook, if such were established, are answered.

Would Students Attend?

Students were asked if they would take one or more years of the program of their choice at a regional college in Corner Brook, if such were offered. From Table 35, it is apparent that of the 1,045 students who plan to continue their education after high school, 669 (64.0%) indicated that they would attend while 297 (28.4%) indicated that they would not. The remaining 79 (7.6) students did not respond.

A distribution of responses by location of high school gives some interesting results in Table 36. About 75 per cent of the respondents in Corner Brook indicated that they would attend as compared to only 25 per cent of those from Stephenville. With the exceptions of Stephenville, Port au Port, St. Anthony, St. Lunaire, Englee and Roddickton, at least half the students in each of the remaining 26 centers would attend a regional college in Corner Brook. About 45 per cent of those that would attend are attending high school in Corner Brook during 1971-72.

These responses were classified according to the sex of the respondents in Table 37. The chi-square was not significant at .05 level, indicating no statistically significant differences between the responses

Table 35

Would Students Take One or More Years of the Program
of Their Choice at a Regional College in
Corner Brook, if Such Were Offered?
Frequency and Percentage

Response	f	%
Yes	669	64.0
No	297	28.4
No response	79	7.6
Total	1045	100.0

Table 36

Would Students Take One or More Years of the Program of Their Choice
at a Regional College in Corner Brook, if Such Were Offered?
Frequency According to Location of High School

Location of High School	Response		No Response	Total
	Yes	No		
Brig Bay	12	7	0	19
Burgeo	13	5	2	20
Burnt Islands	2	0	0	2
Conche	4	0	0	4
Corner Brook	303	77	19	399
Cow Head	7	1	2	10
Daniel's Harbour	3	2	0	5
Deer Lake	78	33	15	126
De Grau	5	4	1	10
Englee	3	7	0	10
Flowers Cove	11	0	4	15
Gillams	35	2	0	37
Hampden	3	2	0	5
Lark Harbour	4	0	3	7
Lourdes	13	9	2	24
Norris Point	24	5	2	31
Picadelli	8	2	0	10
Port au Choix	3	3	0	6
Port au Port	9	18	0	27
Robinsons	5	2	3	10
Roddiction	3	7	0	10
Rose Blanche	3	1	0	4
St. Anthony	14	15	4	33
St. Fintan's	9	1	1	11
St. George's	14	12	1	27
St. Lunaire	1	1	1	3
Sops Arm	2	1	0	3
Stephenville	38	75	14	127
Stephenville Crossing	18	3	2	23
Trout River	3	1	0	4
Upper Ferry	11	0	1	12
Woody Point	8	1	2	11
Total	669	297	79	1045

Table 37

Would Students Take One or More Years of the Program of Their Choice at a Regional College in Corner Brook, if Such Were Offered?
Percentage According to Student Sex and Location of High School

Response	*Sex		**Location of High School		
	Male	Female	Total	Corner Brook	Other Areas Total
Yes	72.3	66.8	69.4	79.7	62.5 69.3
No	27.7	33.2	30.6	20.3	37.5 30.7
Total (Number)	100.0 (422)	100.0 (470)	100.0 (892)	100.0 (380)	100.0 (586) 100.0 (966)

*Sex: $\chi^2 = 3.1$, not significant at .05 level.
**Location: $\chi^2 = 32.3$, significant at .05 level.

of the two groups.

The chi-square was significant at the .05 level when responses were classified according to location of high school (Table 37). A larger percentage of the students attending high school in Corner Brook than of those from "other areas" said they would attend, 79.7 as compared to 62.5 per cent, respectively.

Reasons Given by Students for Wishing To Attend
A Regional College in Corner Brook

Close to home [296(44.2%)] and could live at home [191(28.6%)] were the reasons most frequently cited by the 669 students for wishing to take one or more years of the program of their choice at a regional college in Corner Brook, if such were offered (Table 38).

In Table 39 these reasons have been cross-tabulated with location of high school.

Students' Preferences Regarding Residence in
Corner Brook or Commuting

As shown in Table 40, 40.1 per cent of the students who indicated that they would attend would live at home in Corner Brook. An additional 27 per cent would prefer to live in a student residence, while 14.9 per cent showed preference for boarding in Corner Brook. Eleven per cent indicated that they would commute from home daily.

Distances Students Commuting Would Have to Travel Daily

Of the 74 students who indicated a preference for commuting, 21 (28.4%) would have to travel less than 20 miles daily, with an additional 33.8 per cent having to travel from 21 to 40 miles (Table 41). The percentage of students who would have to travel from 41 to 60 miles is similar

Table 38

Students' Reasons for Wishing to Take One or More Years of the
Program of Their Choice at a Regional College in
Corner Brook, if Such Were Offered.
Frequency and Percentage

Reason	f	%
Close to home	296	44.2
Could live at home	191	28.6
Prefer smaller city to larger city	44	6.6
Like Corner Brook	43	6.4
Relatives live there	42	6.3
More economical	31	4.6
No response	22	3.3
Total	669	100.0

Table 39

Students' Reasons for Wishing to Take One or More Years of the Program of Their Choice at a Regional College in Corner Brook, if Such Were Offered, According to Location of High School. Frequency

Location of High School	Reason							Total
	Close to home	Could live at home	Prefer smaller to larger city	Like Corner Brook	Relatives elsewhere	More economical	No response	
Brig Bay	7		1	4				12
Burgeo	3		1	3	5		1	13
Burnt Islands	1				1			2
Conche	2			2				4
Corner Brook	74	159	12	20	3	23	12	303
Cow Head	7							7
Daniel's Harbour	2				1			3
Deer Lake	49	11	6	2	5	4	1	78
De Grau	4		1					5
Englee	1		2					3
Flowers Cove	9		1				1	11
Gillams	13	18		2	1		1	35
Hampden	2						1	3
Lark Harbour	3				1			4
Lourdes	9		2		2			13
Norris Point	13		3		7	1		24
Picadelli	8							8
Port au Choix	1				1		1	3
Port au Port	7				2			9
Robinsons	4			1				5
Roddickton	1		1		1			3
Rose Blanche	2		1					3
St. Anthony	4		6	1	2		1	14
St. Fintan's	4		1	2	1		1	9
St. George's	8		3	2			1	14
St. Lunaire	1							1
Sops Arm				1	1			2
Stephenville	25	3	2	2	3	3		38
Stephenville Crossing	16				1		1	18
Trout River	2				1			3
Upper Ferry	8		1	1	1			11
Woody Point	6				2			8
Total	296	191	44	43	42	31	22	669

Table 40

Choices of Students Who Would Attend a Regional College in Corner Brook if the Program of Their Choice were Offered, Regarding Residence in Corner Brook or Commuting.
Frequency and Percentage

Choice	f	%
At home in Corner Brook	268	40.1
In a student residence, if possible	180	27.0
Board in Corner Brook	100	14.9
Live at home and commute	74	11.1
In an apartment in Corner Brook	24	3.6
Live with relatives in Corner Brook	5	0.7
No response	18	2.7
Total	669	100.0

Table 41

Distances Students Who Chose to Commute Would
Have to Travel (round-trip) Daily.
Frequency and Percentage

Distance	f	%
Less than 20 miles	21	28.4
From 21 to 40 miles	25	33.8
From 41 to 60 miles	10	13.5
From 61 to 80 miles	11	14.9
From 81 to 100 miles	3	4.1
Over 100 miles	4	5.4
Total	74	100.0

to the percentage of those who would travel from 61 to 80 miles (14%).

Reasons Given by Students for Not Wishing to Attend
A Regional College in Corner Brook

Prefer to complete education at one institution [84(28.3%)], dislike Corner Brook [75(25.3%)], too close to home [36(12.1%)], and better instruction elsewhere [33(11.1%)], were the reasons most frequently given by students for not wishing to take one or more years of the program of their choice at a regional college in Corner Brook, if such were offered (Table 42). An additional 21 (7.1%) of the students felt that the college should be located in Stephenville.

In Table 43 these reasons for not wishing to attend have been tabulated with location of high school. The 21 students who indicated that the college should be located at Stephenville were either from Stephenville or Port au Port. Perhaps this is indicative of the controversy regarding the location of a regional college in Western Newfoundland.

Summary

This chapter reported students' response to questions regarding attending a regional college in Corner Brook if one or more years of the program of their choice were offered there. Reasons given by those who indicated that they would attend were reported. Preferences regarding residence or commuting were reported, along with distances those who preferred to commute would have to travel daily.

Finally, reasons given by those who said that they would not attend were presented.

Table 42

Students' Reasons for Not Wishing to Take One or More Years
of the Program of Their Choice at a Regional College
in Corner Brook, if Such Were Offered.
Frequency and Percentage

Reason	f	%
Prefer to complete education at one institution	84	28.3
Dislike Corner Brook	75	25.3
Too close to home	36	12.1
Better instruction elsewhere	33	11.1
Feel that college should be located in Stephenville	21	7.1
Prefer to attend institution other than a regional college	14	4.7
Relatives elsewhere	9	3.0
Too far from home	7	2.4
Prefer larger city over smaller city	6	2.0
Just as economical to go to St. John's	4	1.3
Don't wish to stay in Newfoundland	1	0.3
No response	7	2.4
Total	297	100.0

Table 43

Students' Reasons for Not Wishing to take One or More Years of the Program of Their Choice at a Regional College in Corner Brook, if Such Were Offered, According to Location of High School. Frequency

Location of High School	Reason												Total
	Prefer to complete education at one institution	Dislike Corner Brook	Too close to home	Better instruction elsewhere	Feel that college should be located in Stephenville	Prefer to attend institution other than a regional college	Relatives elsewhere	Too far from home	Prefer larger over smaller city	Just as economical to go to St. John's	Don't wish to stay in Newfoundland	No response	
Brig Bay	4	1		1								1	7
Burgeo	4			1									5
Corner Brook	16	9	27	19		1	1	1	1			2	77
Cow Head				1									1
Daniel's Harbour		1		1									2
Deer Lake	13	7	5			6	1		1				33
De Grau	1	1				1		1					4
Englee	4	2					1						7
Gillams		1		1									2
Hampden	1	1											2
Lourdes	5			2			1	1					9
Norris Point	1	4											5
Picadelli	1					1							2
Port au Choix	3												3
Port au Port		4	2		6			2		4			18
Robinsons	1	1											2
Roddickton	5						1	1					7
Rose Blanche												1	1
St. Anthony	6	4		3		1						1	15
St. Fintan's	1												1
St. George's	4	2		1		3	1					1	12
St. Lunaire	1												1
Sops Arm		1											1
Stephenville	10	36	2	3	15		2	1	4		1	1	75
Stephenville Crossing	2					1							3
Trout River							1						1
Woody Point	1												1
Total	84	75	36	33	21	14	9	7	6	4	1	7	297

Chapter 6

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this chapter is to present a summary of the problem which was investigated, the methodology used, and the findings. Certain general conclusions, implications, and suggestions for further research by those concerned with the post-secondary education of students in Western Newfoundland are proposed.

Summary

The Problem

The study was designed to determine the post-secondary educational and occupational plans of the 1971-72 Grade XI students in Western Newfoundland. Included was an attempt to determine the views of these students toward attending a regional college in Corner Brook if such were to be established.

The Procedure

A mail-out questionnaire was developed for the study. After permission was obtained from the Department of Education and the district superintendents, questionnaires were mailed to all high schools in the Area.

An 83.3 per cent response from students in the 40 participating high schools was obtained, representing 77.3 per cent of the Grade XI enrollment in the 43 high schools in the Area.

Categorization and coding of responses to the open-ended questions were followed by keypunching and computer processing using the NONP10 program (DERS:1970) designed to give frequencies, percentages, and cross-tabulations.

The Findings

The findings answer the questions stated under the two sub-problems listed on pages 1 and 2. The following is a brief summary of the findings.

Of the 1,490 respondents, 1,045 (70.1%) were planning to continue their education after high school while 134 (9.0%) were not planning on doing so. The remaining 311 students (20.9%) were undecided. Statistically significant differences at .05 level were noted when the responses were classified according to sex, age, present high school program, and average mark of the respondents.

A district vocational school [353(33.8%)], Memorial University of Newfoundland [348(33.3%)], and The College of Trades and Technology [95(9.1%)] were the institutions most frequently chosen by the 1,045 students who planned to continue. Statistically significant differences at .05 level were noted when the responses were classified according to sex, high school program, and location of high school.

Education [145(37.8%)], arts [57(14.8%)], and medical science [31(8.1%)] were the areas of study most frequently chosen by the 384 students who planned to attend Memorial or some other university. Chi-square, significant at .05 level, indicated statistically significant differences between the responses of students when classified according to student sex and location of high school.

"Typing, shorthand or accounting" [183(51.8%)], electronics [30(9.5%)], motor vehicle repair [27(7.7%)], and "beauty culture or barbering" [26(7.4%)] were the areas of study most frequently chosen by the 353 students planning to attend a district vocational school. Whereas differences between responses were statistically significant when classified according to sex, they were not significant when classified according to location of high school.

Of the 96 students planning to attend the College of Trades and Technology, 31 (32.6%) showed preference for an engineering technology course, 27 (28.4%) a medical science course and 26 (27.4%) a business course. Again differences in responses were statistically significant when classified by sex but not when classified according to location of high school.

Prefer to work [72(53.7%)], not sure of what to do [17(12.7%)], and want to travel [14(10.4%)] were the reasons most frequently given by the 134 students who did not plan to continue their education.

Work [31(23.1%)], join the armed forces [25(18.7%)], join the R.C.M.P. or police [17(12.7%)], and undecided were the responses most frequently given when these same 134 students were asked to indicate what they planned to do after high school.

Not sure of what they want to do [191(61.2%)] and having doubts about marks [93(30.0%)] were the reasons most frequently given by the 311 students who were undecided.

Of the 445 students who did not plan to continue or were undecided, 149 (33.5%) indicated that they would probably continue if there were a regional college in Corner Brook, while an additional 157 (35.3%) were undecided.

About 50 per cent of the 1,490 respondents felt that their post-secondary plans were definite "to a considerable" or "to a very great" extent, with an additional 32.2 per cent feeling definite "to some extent." Differences were statistically significant when responses were classified according to plans to continue, sex, average mark, and choice of institution, but not significant when classified according to age and present high school program.

About 80 per cent of the students indicated that they needed information to "some" (35.2%), "a considerable" (22.8%), or "a very great" extent (21.9%) regarding their choice of a career. Differences were statistically significant when responses were classified according to plans to continue, sex, and choice of post-secondary institutions, but not significant when classified according to age, present high school program, and average mark.

Of the 1,045 students planning to continue their education, 669 (64.0%) indicated that they would attend a regional college in Corner Brook if one or more years of the program of their choice were offered. Of the remaining, 297 (28.4%) indicated that they would not attend. Significant differences were found when responses were classified according to location of high school but not when classified according to sex.

Close to home [296(44.2%)], and could live at home [191(28.6%)] were the reasons most frequently given by the 669 students for wishing to attend a regional college in Corner Brook.

Forty per cent of the 669 students would live at home in Corner Brook, 27.0 per cent would prefer to stay in a student residence, 14.9 per cent would prefer to board, and 11.1 per cent would commute daily.

Fifty-six of the 74 students who preferred to commute would have to travel less than 60 miles round-trip daily.

Prefer to complete education at one institution [84(28.3%)], dislike Corner Brook [75(25.3%)], and too close to home [36(12.1%)] were the reasons most frequently given by the 297 students who said that they would not attend a regional college in Corner Brook.

Conclusions

1. The large majority of Grade XI students in Western Newfoundland

do not see their high school training as terminal but rather are looking toward further full-time training. About 70 per cent of the participating students planned to continue their education after high school. Since this group represented 77.3 per cent of all the high school students in the Area during 1971-72, it is reasonable to conclude that more than 1,045 students in the Area planned to continue their education after high school.

2. The two most frequently chosen post-secondary educational institutions were Memorial University and a district vocational school, with about 33 per cent of the students choosing each. The programs most frequently selected at these institutions were education, and "typing, shorthand or accounting," respectively.

3. About 80 per cent of the respondents felt definite about their plans to "some," "a considerable," or "a very great" extent. However, this data ought to be interpreted with caution since about 80 per cent of the respondents also indicated a need for more information about their choice of a career to "some," "a considerable," or "very great" extent.

4. If one or more years of the program of the students' choice were offered at a regional college in Corner Brook, 64 per cent of the students planning to continue their education would take it there as compared to 28 per cent who would not.

Implications

The fact that 70 per cent of the respondents will seek post-secondary education points to the need for provision of educational facilities and programs in Western Newfoundland. Part of this need is presently being met by institutions in the Area including the district vocational schools and hospital school of nursing.

It is difficult to predict potential enrollments for a regional college if one were to be established in Western Newfoundland. However, 697 of the students planning to continue their education did indicate a willingness to attend a regional college, if one or more years of the program of their choice were offered. This does not include the 79 students who did not respond or the approximately 200 students who did not participate in the study. In addition, 149 students who said they were not planning to continue or were undecided, indicated that they would probably continue if there were a regional college in Corner Brook. Another source of enrollment would be the graduates of past years who would probably take advantage of the opportunity to continue their education or attempt a new career.

Such a potential enrollment, combined with the fact that institutions such as Memorial University and district vocational schools are presently experiencing overcrowding, would seem more than enough to justify an immediate start on steps which are necessary for the establishment of a regional college.

The fact that about 80 per cent of the respondents indicated they needed information to "some," "considerable," or "very great" extent about their choice of a career points to the strong need for guidance services. Every effort should be made to provide expert guidance to aid students make wise educational and occupational decisions. The post-secondary institutions should make every effort to provide vocational and career information for high school students. This would seem to be particularly true of the College of Fisheries, Navigation, Marine Engineering and Electronics, an institution that only four of the respondents, less than 1 per cent, aspired to attend. High school principals could probably arrange for their classes

to visit these post-secondary institutions or have representatives from them visit the schools.

It is the author's opinion that every effort should be made to integrate any university transfer programs which may be offered at a regional college with the vocational non-university post-secondary programs presently being offered in the Area, to avoid unnecessary duplication of services. Provision should also be made for extension services as a means of increasing the availability of courses to those for whom the college would not be accessible. Much is being done in this respect now by the Department of Education and the University, but the College might coordinate and improve such developments in Western Newfoundland.

Suggestions for Further Study

1. The Department of Education should undertake a complete inventory of facilities for post-secondary education in Western Newfoundland.

2. A study should be undertaken to determine what programs of study could be offered at a regional college in Corner Brook. This would be done in conjunction with the University, the Hospital School of Nursing in Corner Brook, the district vocational schools in Western Newfoundland, the College of Trades and Technology, and other institutions. Every effort should be made to avoid unnecessary duplication of courses and facilities.

3. A study should be undertaken to determine the optimum administrative structure for such a college.

4. A survey of adults could be conducted to determine what courses they would be interested in taking.

5. A survey of industry could be conducted to determine the need for provision of courses in such areas as managerial training.

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APPENDICES

SURVEY OF POST-SECONDARY PLANS

All students who plan to complete grade eleven this year are requested to complete this questionnaire. This includes full-time and partial students but **not** those on subject promotion who will not finish this year.

The purpose of this study is to determine what grade eleven students in Western Newfoundland plan to do after completion of high school. Information obtained may be helpful to meet educational needs of your area.

For purposes of this questionnaire please **assume** that grade twelve will **not** be offered in high schools next year, except at Regina High School in Corner Brook, as at present.

DIRECTIONS:

- (a) Do **not** put your name on the questionnaire. The number at the top is used to identify your school only. Your individual answers will be treated confidentially.
- (b) Please do **not** write in the column to the right of each page, it is for statistical analysis.
- (c) Read **each** question completely and carefully.
- (d) Respond to each question or part of a question that applies to **you** by checking (✓) the appropriate response or, if necessary, by writing your answer in the space provided.

(1)	(2)	(3)	(4)	(5)

Section A

PLEASE ANSWER ALL ITEMS IN THIS SECTION

Example

What is the name of your province?

- (1) Nova Scotia
(2) Alberta

(3) ...☒... Newfoundland

(4) Other (Specify)

1. What is your sex? Check (☒) one.

(1) Female

(2) Male

2. What was your age on January 1, 1972? Check (☒) one.

(1) 15 or under

(4) 18

(2) 16

(5) 19

(3) 17

(6) 20 or over

3. In which one of the following school programs are you registered? Check (☒) one.

(1) Full-time matriculation (academic) program

(3) Part-time matriculation (academic) program

(2) Full-time general program

(4) Part-time general program

4. What was your average mark on your last report? (Please give an approximate percentage if you cannot remember the actual average.)

..... per cent

5. How **definite** are you as to what you plan to do after high school? Check (☒) one.

Not
at
all

To a very
little
extent

To
some
extent

To a
considerable
extent

To a
very great
extent

.....
(1)

.....
(2)

.....
(3)

.....
(4)

.....
(5)

6. To what **extent** do you feel that you need more information about your choice of career. Check (☒) one.

Not
at
all

To a very
little
extent

To
some
extent

To a
considerable
extent

To a
very great
extent

.....
(1)

.....
(2)

.....
(3)

.....
(4)

.....
(5)

Section B

ANSWER NUMBER 7 (a) AND THEN ONLY THOSE PARTS THAT APPLY TO YOU.

7. a. Do you plan to continue your education at some educational institution after high school? Check (☒) one.

(1) Yes

(2) No

(3) Undecided

b. If **No**, which one of the following is the most important reason for your decision? Check (☒) one.

(1) Prefer to work

(2) Cannot afford to continue my education

(3) Needed at home

(4) Don't think my marks are high enough

(5) Plan to get married

(6) Could not, due to health reasons

(7) Not sure of what I want to do

(8) Want to travel

(9) Other (Specify)

c. If **No**, what do you plan to do after high school?

d. If **Undecided**, which one of the following is the most important reason for your being undecided? Check (☒) one.

(1) Have doubts about my marks

(2) Not sure what I want to do

(3) Undecided due to health reasons

(4) Have doubts about my finances

(5) Other (Specify)

e. If you answered **No** or **Undecided** would you probably continue your education if there were a regional college in Corner Brook? Check (☒) one.

(1) Yes

(2) No

(3) Undecided

CC

6

7

8

9-10

11

12

13

14-15

16, 17
18

19-20

21

Section C

CC

IF YOU ARE PLANNING TO CONTINUE YOUR EDUCATION AT SOME EDUCATIONAL INSTITUTION AFTER HIGH SCHOOL ANSWER THIS SECTION. ANSWER ONLY THOSE QUESTIONS THAT APPLY TO YOU. PLEASE READ CAREFULLY.

10. a. Which one of the following institutions are you planning to attend? Check (✓) one.

- (1) Memorial University of Newfoundland
- (2) A district vocational school
- (3) College of Trades and Technology in St. John's
- (4) College of Fisheries, Navigation, Marine Engineering and Electronics in St. John's
- (5) Regino High School in Corner Brook to complete Grade XII
- (6) A university out of the province
- (7) Western Memorial Hospital School of Nursing in Corner Brook
- (8) A hospital school of nursing in St. John's
- (9) Other (Specify)

22, 23
24

b. If you plan to attend Memorial or some other university, which one of the following major areas are you most likely to study? Check (✓) one.

- (1) Arts
- (2) Commerce
- (3) Education
- (4) Engineering
- (5) Medical Science
- (6) Nursing
- (7) Science
- (8) Social Work
- (9) Undecided
- (10) Other (Specify)

25-26

c. If you plan to attend a vocational school, which one of the following areas are you most likely to study? Check (✓) one.

- (1) Beauty Culture or Barbering
- (2) Typing, Shorthand or Accounting
- (3) Drafting
- (4) Electrical
- (5) Electronics
- (6) Motor Vehicle Repair (Body or Mechanical)
- (7) Machinist
- (8) Millwright
- (9) Other (Specify)

27-28

d. If you plan to attend the College of Trades and Technology in St. John's, which one of the following areas are you most likely to study? Check (✓) one.

- (1) Business Course (2 years)
(Accounting, Business Administration, Food Management Technology, Secretarial Science)
- (2) Medical Science Course (3 years)
(Medical Laboratory Technology, X-Ray Technology, Pharmacy)
- (3) Engineering Technology Courses (2 years)
(Construction Technology, Electrical Technology, Forestry Technology, Surveying Technology)
- (4) Other (Specify)

29-30

e. If you plan to attend the College of Fisheries, Navigation, Marine Engineering and Electronics in St. John's, which one of the areas are you most likely to study? Check (✓) one.

- (1) Electrical Engineering Technology (3 years)
- (2) Electronics Technology (3 years)
- (3) Food Technology (Marine Products—3 years)
- (4) Mechanical Engineering Technology (3 years)
- (5) Nautical Science (4 years)
- (6) Naval Architecture and Shipbuilding (4 years)
- (7) Other (Specify)

31-32

PLEASE TURN OVER

	CC
11. a. If one or more years of the program of your choice were to be offered at a regional college in Corner Brook would you probably take it there? Check (✓) one. (1) Yes (2) No	33
b. If No which one of the following is the most important reason for not choosing to attend a regional college in Corner Brook? Check (✓) one. (1) Prefer larger city over smaller city (2) Dislike Corner Brook (3) Too close to home (4) Better instruction elsewhere (5) Relatives elsewhere (6) Too far from home (7) Prefer to complete education at one institution (8) Other (Specify)	34-35
c. If Yes , which one of the following is the most important reason for your choosing to attend a regional college in Corner Brook? Check (✓) one. (1) Prefer smaller city to larger city. (2) I like Corner Brook (3) Close to home (4) Relatives live there (5) Could live at home (6) Other (Specify)	36-37
d. If Yes where would you live? Check (✓) one. (1) At home in Corner Brook (2) At home and commute to and from Corner Brook (3) In a student residence if possible (4) Board in Corner Brook (5) In an apartment in Corner Brook (6) Other (Specify)	38-39
e. If you were to commute how far would you have to travel (round-trip) daily? Check (✓) one. (1) less than 20 miles (4) from 61 to 80 miles (2) from 21 to 40 miles (5) from 81 to 100 miles (3) from 41 to 60 miles (6) over 100 miles	40
THANK YOU FOR YOUR ASSISTANCE	

APPENDIX A

Questionnaire

APPENDIX B

Correspondence

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FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

October 21, 1971

Mr. Cecil Roebathan
Associate Deputy Minister of Education
Department of Education
St. John's, Newfoundland

Dear Mr. Roebathan:

I am presently enrolled in the Faculty of Graduate Studies, Department of Educational Administration, University of Alberta. As a thesis project I would like to survey the post-secondary plans of the approximately 2000 students on the West Coast of Newfoundland. For this study, the West Coast would be defined as that area of the Island west of an imaginary line from the bottom of White Bay to Burgeo. The study would be done with the cooperation of Dr. R. Bryce, my advisor, who has conducted similar surveys in Alberta.

The results of this study should have information to offer regarding the proposed establishment of a Regional College for Western Newfoundland including the type of facilities and type of program that such an institution might provide. It was my thought that you might consider the project sufficiently important to warrant some support.

In this connection, therefore, I would be grateful if you would permit me to survey the Grade XI students in this area. I realize that I would also have to obtain the cooperation of the Superintendents and School Principals in the Area. The administration time for the questionnaire is estimated at not more than twenty minutes. I hope to mail the questionnaires to the schools early in the new year.

Secondly, since the results of such a study could be considerable value regarding the establishment of a college, would the Department of Education be willing to provide some funds to aid in this study? Such funds would cover printing and mailing costs. I would estimate that this would be \$300.00. The University of Alberta would bear the cost of computer time.

I would be happy to provide more detailed information upon request.

Please convey my best wishes to your family.

Yours truly,

Harry Balsom



GOVERNMENT OF NEWFOUNDLAND AND LABRADOR

DEPARTMENT OF EDUCATION AND YOUTH

ST. JOHN'S

November 1, 1971

Mr. Harry Balsom
Apartment 302
107 35-81 Avenue
Edmonton, Alberta

Dear Harry:

I was indeed pleased to learn from your letter of October 21st that you are completing your graduate studies at the University of Alberta.

The study that you are proposing to undertake sounds like a very interesting and worthwhile one. I am sorry to have to tell you, however, that our Department will not be able to provide you with any financial assistance. During the past year, we have had many requests from graduate students for assistance and regretfully we have not been able to give them any because our budget does not provide funds for that purpose.

With respect to the development of a Regional College for the west coast, a general decision was made a week or so ago when the Government announced such an institution to be built in Corner Brook. Apparently, the College will be a part of the Memorial University complex and will come under its jurisdiction. If this decision is implemented, then the controversy over Regional College verses Community College has been settled, at least temporarily.

Even though we can not offer you financial assistance, our Department will help you in your study in any other way it can. You have our permission to contact the school systems on the west coast and if you want, we will be able to write a brief letter to Superintendents later on, supporting your study. Of course, as you suggest, you should contact the Superintendents and School Board Chairmen for their permission and co-operation.

Please accept my sincere best wishes for success in your work.

Yours truly,

C. Roebathan
ASSOCIATE DEPUTY MINISTER

CR/cb

THE COLLEGE ADMINISTRATION PROJECT

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FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

November 22, 1971

Mr. Cecil Roebathan
Associate Deputy Minister of Education
Department of Education
St. John's, Newfoundland

Dear Mr. Roebathan:

Thank you for your letter of November 1st in which you indicated that you would write a brief letter of support to Superintendents supporting my study.

I have enclosed a copy of the letter which I sent to Superintendents today with an accompanying list of names and addresses. I would certainly appreciate it if you would write a brief letter at your earliest convenience.

Secondly, I would appreciate any information you may have regarding the announced establishment of a Regional College for the west coast.

Thank you again for your support and cooperation.

Yours truly,

Harry Balsom

SUPERINTENDENTS

Mr. Allan McNeil
 Bay St. George Consolidated School Board
 St. Georges

Mr. Boyce Fradsham
 The Pentecostal Assemblies of Newfoundland Educational Dist.
 P.O. Box 130
 Windsor

Bro. E. F. Brennan
 Humber St. Barbe Roman Catholic Consolidated Board
 P.O. Box 716
 Corner Brook

Mr. Eric Fisher
 P.O. Box 37
 St. Anthony

Mr. Nathan Kettle
 Channel - Port Aux Basques Integrated Board
 P.O. Box 970
 Port Aux Basques

Mr. Leslie Coombs
 May of Islands - St. George's Integrated Board
 P.O. Box 190
 Corner Brook

Mr. James Smith
 Port au Port West Roman Catholic Consolidated Board
 Stephenville

Mr. Ronald Southcott
 Exploits - White Bay Roman Catholic School Board
 Grand Falls

Mr. Galen Campbell
 Straits of Belle Isle Integrated Board
 Flowers Cove

Mr. Wallace House
 Deer Lake Integrated School Board
 P.O. Box 670
 Deer Lake

Mr. Garland Seymour
 St. Barbe South Integrated Board
 Rocky Harbour

*Mr. Hector Pollard (Principal)
 St. John Central High School
 Burgeo

*Burgeo has no Superintendent at present

THE COLLEGE ADMINISTRATION PROJECT

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FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

November 22, 1971

Dear Superintendent:

I am presently enrolled in the M.Ed. program in the Department of Educational Administration at the University of Alberta. As a thesis topic I would like to survey the post-secondary plans of the approximately 2000 grade eleven students on the West Coast of Newfoundland. For this study, the West Coast would be defined as that part of the Island west of an imaginary line from the bottom of White Bay to Burgeo. The study would be done with the cooperation of Dr. R. Bryce, my advisor, who has conducted similar surveys in Alberta.

The results of this study should have information to offer regarding the proposed establishment of a Regional College for Western Newfoundland. The Department of Education has approved this study and has expressed a willingness to cooperate in seeing it done.

As an essential part of the study I would be grateful if you would permit me to survey the Grade XI students in your district. I propose to do this by forwarding copies of a short questionnaire to the principals of the various high schools for completion by Grade XI students. The administration time for the questionnaire is estimated at not more than twenty minutes. With your permission, I hope to mail the questionnaires early in the new year.

I have made an attempt to identify the high schools within your district on the attached list. I would appreciate if it you would complete the enclosed form and make any necessary revisions or additions.

Your cooperation in this study is earnestly solicited.

Thank you for your assistance.

Yours truly,

Harry Balsom

HB:pk
Encl.

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FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

January 3, 1972

Dear Superintendent:

On November 22, 1971 I wrote you requesting your permission to survey the grade eleven schools in your area and also requesting that you complete a form containing the names of principals of the high schools in the area that I wish to survey (copy enclosed).

To date, I have not received any reply to the same.

I would certainly appreciate it if you would consider my request, if you have not already done so, and reply at your earliest convenience.

Thank you for your assistance.

Yours truly,

Harry Balsom

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FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

January 31, 1972

Dear Principal:

This letter is to request your cooperation in a survey of the post-secondary plans of the approximately 2000 grade eleven students in some 40 high schools throughout Western Newfoundland. Information obtained should be helpful in meeting the educational needs of the area. Before going to the University of Alberta to do graduate work, I spent the past few years in Western Newfoundland and share with you, I'm sure, a great interest in the educational development of the region.

Both your District Superintendent and the Department of Education have approved this study and have expressed their willingness in seeing it completed.

As an essential part of this study I would be grateful if you would have the Grade XI students in your school complete the short questionnaires enclosed. It should take only a few minutes of class time.

Would you please do the following:

1. Complete Form 1, enclosed and return it in the envelope provided at your earliest convenience.
2. Distribute questionnaires to your teachers for administration to all full-time or partial grade eleven students but not those on subject promotion who will not complete grade eleven this year.
3. Have teachers return completed questionnaires to you. Please keep individual answers confidential.
4. Mail the completed questionnaires at your earliest convenience in the enclosed stamped self-addressed envelope.

Your cooperation in this study is earnestly solicited.

Thank you for your assistance.

Yours truly,

Harry Balsom

FORM 1

NAME OF SCHOOL _____

What was the total number of grade eleven students in your school at the end of January, 1972? (Please include full-time and partial students but not those on subject promotion who will not complete grade eleven this year.)

_____ students

I have enclosed _____ questionnaires. If this is not enough then please indicate below how many more you need and I will forward additional copies immediately.

_____ additional questionnaires required

Thank you.

THE COLLEGE ADMINISTRATION PROJECT

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FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

March 21, 1972

Dear Principal:

On January 31, 1972 questionnaires were forwarded to forty-three high schools in Western Newfoundland in an attempt to determine the post-secondary plans of the approximately 2000 grade eleven students in the area.

The response, to date, has been extremely good since completed questionnaires have been received from thirty-eight of the forty-three high schools represented in this study.

To date, I have not received the questionnaires from your school. If you have not already mailed the questionnaires, would you please do so, if at all possible before school closes for Easter Holiday. If you have already mailed the questionnaires, please accept my sincere thanks.

Thank you for your assistance.

Yours truly,

Harry Balsom

APPENDIX C

Data From Questionnaires Received After April 10

Data from 14 questionnaires returned from high school in Isle au Morts after April 10.

Sex:

Male	7
Female	7

Age:

15 or under	7
16	4
17	1
18	1
19	1

Present high school program:

Full-time matriculation	14
-------------------------	----

Average mark on last report:

0-49	1
50-64	6
65-79	7

Definiteness of plans:

To some extent	5
To a considerable extent	2
To a very great extent	7

Need for more information about choice of a career:

To a very little extent	4
To some extent	4
To a considerable extent	5
To a very great extent	1

Plan to continue education after high school:

Yes	10
No	1
Undecided	3

If no, why?

Don't think my marks are high enough	1
--------------------------------------	---

If no, what do you plan to do after high school?

Return to school to try to get higher marks	1
---	---

If undecided, why?

Have doubts about my marks	2
Not sure of what I want to do	1

(Data cont'd)

If no or undecided, would you probably continue if there were a regional college in Corner Brook?

Yes	2
No	1
Undecided	1

Post-secondary institutions selected:

Memorial University of Newfoundland
A district vocational school
College of Fisheries, Navigation, Marine Engineering
and Electronics in St. John's
A hospital school of nursing in St. John's

Area of study at Memorial:

Arts	4
Education	2

Area of study at a district vocational school:

"Typing, shorthand or accounting"	2
-----------------------------------	---

Area of study at the College of Fisheries, Navigation,
Marine Engineering and Electronics in St. John's:

Mechanical engineering and technology	1
---------------------------------------	---

Would students who are planning to continue their education attend a regional college at Corner Brook if one or more years of the program of their choice were offered?

Yes	7
No	1
No response	2

If no, why?

Prefer to complete education at one institution	1
---	---

If yes, why?

Close to home	7
---------------	---

If yes, where would you live?

In a student residence if possible	5
Board in Corner Brook	1
In an apartment in Corner Brook	1

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